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ABSTRACT

This directory contains abstracts for over 60 Office of Special Education (OSE) projects funded under the vocational/career education priority to provide training to educators involved with the handicapped. (This priority regards the preparation of personnel to meet the critical and continuing need for provision of vocational/career education opportunities to handicapped children and youth.) The publication first provides a list of project directors and a map illustrating the geographical distribution of the individual projects. Projects are grouped by states which are arranged in alphabetical order. The first part of each project abstract is presented in the following format: project number, title, sponsoring agency, grant number, contact person and address, description, major objectives, dissemination, evaluation, products, and descriptors. The second part of each abstract is a table which indicates number and type of participants and such information as hours of training, level, instructional techniques, settings, and disabilities. Following the abstracts are a section on common concerns relating to Division of Personnel Preparation Grant Development Administration and directory of the OSE Division of Personnel Preparation program staff. (YLB)

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ED194745

Directory and Program Information for the OSE Vocational/Career Education Projects 1979-80

Personnel Inservice and Preservice Training Programs for Educators to Accommodate Handicapped Children and Youth in Vocational/Career Education Class Settings

Policy Research and Resource Series: Document 3

A Publication of the
LEADERSHIP TRAINING INSTITUTE/ VOCATIONAL AND SPECIAL EDUCATION

College of Education
University of Illinois
at Urbana-Champaign

Sponsored by

Division of Personnel Preparation
Office of Special Education
U.S. Education Department

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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May 1980

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Preface

Inservice and preservice training is critically important in assuring that handicapped children and youth have appropriate vocational and career education opportunities. The Office of Special Education (OSE), Division of Personnel Preparation (DPP), has maintained a funding priority for vocational/career education for several years to help prepare personnel to meet this critical and continuing need.

During the current fiscal year (FY 1979), 64 vocational/career education sub-components or projects have been funded. The projects include regular education inservice and program assistance grants. To facilitate the project efforts this year, the Leadership Training Institute (LTI)/Vocational and Special Education at the University of Illinois, Urbana-Champaign, is assisting OSE with several coordination and dissemination activities.

The LTI staff, under the guidance of James P. Greenan, has compiled and edited abstracts for the new and continuing OSE projects funded under the vocational/career education priority. The intent of this effort was to collect and disseminate information, resources, and teacher training models to enhance the individual projects, and educators in general in the delivery of vocational/ career education programming for handicapped children and youth.

The abstracts have been written in the standard format used by the National Inservice Network (NIN) which is located at Indiana University. To further provide national dissemination of the project's activities, the abstracts will be entered into the NIN computerized network.

Also contained in this publication is a list of project directors, a map illustrating the geographical distribution of the individual projects, a section on common concerns relating to Division of Personnel Preparation Grant Development Administration, and a directory of the Division of Personnel Preparation program staff. The LTI staff and myself hope that individuals involved in vocational/career programming for handicapped children and youth will find this information helpful.

George Hagerty, Project Officer
Division of Personnel Preparation
Office of Special Education
Department of Education
400 Maryland Avenue, S.W.
Washington, D.C. 20202

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Directory of the
OSE Vocational/Career Education Project Directors 1979-80

Akers, Sue B., Specialist
Program for Exceptional Children & Youth
868 State Office Building
Montgomery, Alabama 36130
(205) 832-6397

Anderson, Dr. Louise
Mississippi State Department of Education
Division of Instruction
P.O. Box 771
Jackson, Mississippi 39205
(601) 354-6245

Bavolek, Dr. Stephen J.
Department of Special Education
University of Wisconsin - Eau Claire
Eau Claire, Wisconsin 54701
(715) 836-5511

Beason, Dr. Elaine A.
Special Education Program
Fort Hays State University
Hays, Kansas 67601
(913) 628-5851

Bigge, June
Department of Special Education
San Francisco State University
1600 Holloway
San Francisco, California 94132
(415) 469-1248

Bolland, Kathleen
Project Coordinator
Continuing Education Building, Annex C
University of Kansas
Lawrence, Kansas 66045
(913) 864-3381

Bowe, Dr. Frank G.
American Coalition of Citizens With Disabilities
1346 Connecticut Avenue, N.W.
Washington, D.C. 20036
(202) 785-4265

Bowen, Dr. Ella
Program in Occupational Education
School of Education
The University of Michigan
Ann Arbor, Michigan 48109
(313) 764-8423

Calovini, Gloria
Illinois State Board of Education
100 North First Street
Springfield, Illinois 62777
(217) 782-6601

Carder, Gerald M.
Kansas State Department of Education
Special Education Administration
120 East Tenth Street
Topeka, Kansas 66612
(913) 296-3866

Carvajal, Dr. Tony
School of Special Education and Rehabilitation
University of Northern Colorado
Greeley, Colorado 80639
(303) 351-2691

Cegelka, Dr. Patricia Thomas
Department of Special Education
University of Kentucky
Lexington, Kentucky 40506
(606) 258-8911

Clark, Donald L.
Office of the Dean
College of Education
Texas A & M University
College Station, Texas 77843
(713) 845-5311

Cook, Iva Dean
Department of Special Education
West Virginia College of Graduate Studies
Morgantown, West Virginia 25112
(304) 768-9711 ext. 249

Cooke, Dr. Thomas C.
Department of Vocational Education
South Campus Courts, Building F
Purdue University
West Lafayette, Indiana 47907
(317) 494-8591

Crunkilton, Dr. John R.
Division of Vocational and Technical Education
106 Lane Hall
Virginia Polytechnic Institute and State University
Blacksburg, Virginia 24061
(703) 961-6836

Douglas, Dorothy R.
Department of Special Education
University of South Alabama
307 University Boulevard
Mobile, Alabama 36688
(205) 460-6460

Fidler, Ms. Dagny
Stevens Administration Center, Rm. 201
13th and Spring Garden Streets
Philadelphia, Pennsylvania 19123
(215) 299-7432

Fuller, Gerald R., Chairman
Vocational Education & Technology Department
University of Vermont
Burlington, Vermont 05401
(802) 656-2001

George, Dr. Joseph D.
Columbus College
Algonguin Drive
Columbus, Georgia 31907
(404) 568-2251

Goldman, Leo
Graduate School, CUNY
33 West 42nd Street
New York, New York 10036
(212) 221-1475

Haley, Keith
Oklahoma State Department of Eduation
Special Education Section
Oliver Hodge Bldg.
2500 North Lincoln Blvd. Rm. 263
Oklahoma City, Oklahoma 73105
(405) 521-3351

Harper, Victoria
Guam Department of Education
P.O. Box DE
Guam 96910
(671) 472-8901

Howard, Dr. Ronald
National Association of State Boards of Education
444 North Capitol Street, N.W.
Washington, D.C. 20001
(202) 624-5845

Ianacone, Dr. Robert N., Coordinator
Vocational/Special Education Teacher Program
George Washington University
2201 G Street, N.W.
Washington, D.C. 20052
(202) 676-7328/6170

Jones, Eloise H.
Arkansas Department of Education
Special Education Section
State Capitol Mall
Little Rock, Arkansas 72201
(501) 371-2623

Kendall, William S.
Department of Special Education
Prairie View A & M University
Prairie View, Texas 77445
(713) 857-4312

Knight, Dr. Martha, Associate Chairperson
Department of Special Education
Social Work and Social Services
College of Education & Social Services
Waterman Building
University of Vermont
Burlington, Vermont 05401
(802) 656-2936

Lawver, Dale L., Chairperson
Department of Special Education
Ball State University
Muncie, Indiana 47304
(317) 285-6771

Levy, Dr. Sid
Project Director of Vocational Component
George Peabody College for Teachers
Box 328
Nashville, Tennessee 37203
(615) 327-8135 ext. 28

Lynch, Al
Special Services, S.P.I.
Old Capitol Building
Olympia, Washington 98504
(206) 753-6733

Maitre, Merry, Consultant
Iowa Department of Public Instruction
Special Education Division
Grimes State Office Building
Des Moines, Iowa 50319
(515) 281-3176

Malouf, Dr. David B.
Department of Special Education
University of Maryland
College Park, Maryland 20742
(301) 454-2118

Markel, Dr. Geraldine
Program in Special Education
Speech and Hearing Sciences
School of Education
The University of Michigan
Ann Arbor, Michigan 48109
(313) 763-2374

McDowell, Dr. Richard L.
Department Special Education
College of Education
University of New Mexico
Albuquerque, New Mexico 87131
(505) 277-5018

McLaughlin, Dr. Phil
549 Aderhold
The University of Georgia
Athens, Georgia 30602
(404) 542-1685

McNelly, Don E.
110 Henson Hall
University of Tennessee-Knoxville
Knoxville, Tennessee 37916
(615) 974-2574

Moores, Donald
Division of Special Education
Pennsylvania State University
102 Cedar Building
University Park, Pennsylvania 16802
(814) 865-6072

Mori, Dr. Allen A., Associate Professor
Department of Special Education
University of Nevada
Las Vegas, Nevada 89154
(702) 739-3205

Murphy, Lynne Mills
Special Education Services Unit
Colorado Department of Education
201 East Colfax
Denver, Colorado 80203
(303) 839-2727

Murphy, Dr. Ronald R.
Department of Education
Cleveland Hall
Washington State University
Pullman, Washington 99164
(509) 335-7064

Murray, Karl E.
California State Department of Education
721 Capitol Mall, Rm. 607
Sacramento, California 95814
(916) 323-4783

Netick, Dr. Anne O.
Department of Special Education
University of Louisville
201 Oppenheimer Hall
Louisville, Kentucky 40208
(502) 588-6421

Ognibene, Jerry
Special Education Services Department
Glassboro State College
Glassboro, New Jersey 08028
(609) 445-7092

O'Such, Dr. Twila
College of Education
University of Nevada-Reno
214 Education Building
Reno, Nevada 89557
(702) 784-4915

Parks, Dr. A. Lee
Department of Special Education
University of Idaho
Moscow, Idaho 83843
(208) 885-6159

Retish, Dr. Paul M.
Division of Special Educaton
The University of Iowa
626 Jefferson Building
Iowa City, Iowa 52242
(319) 353-5236

Robinson, Jacques H.
401 R. White Hall
Kent State University
Kent, Ohio 44242
(216) 672-2477

Rosenbaum, Janet M.
Special Education Resource Center
275 Windsor Street
Hartford, Connecticut 06120
(203) 246-8514

Rusch, Dr. Frank
Department of Special Education
University of Illinois
288 Education Building
Urbana, Illinois 61801
(217) 333-0260

Sankovsky, Ray
115 Petrie Hall
Auburn University
Auburn, Alabama 36830
(205) 826-5320

Schliesser, Barbara
Department of Special Education
Nebraska State Department of Education
P. O. Box 94987
301 Centennial Mall South
Lincoln, Nebraska 68509
(402) 471-2295

Sengstock, Dr. Wayne L.
Department of Special Education
Georgia State University
University Plaza
Atlanta, Georgia 30303
(404) 658-2310

Sheare, Joseph B., Director
Staff Development Insitute
Fairfax County Public Schools
6200 Charles C. Goff Drive
Springfield, Virginia 22150
(703) 971-3015

Sitlington, Dr. Patricia L.
Smith Research Center, Rm. 105
2805 E. 10th Street
Bloomington, Indiana 47405
(812) 337-5847

Starkweather, Dr. Kendall N.
Department of Industrial Education
University of Maryland
College Park, Maryland 20742
(301) 454-4264

Szoke, Dr. Claire Olson
Technical Education Research Center/
Midwest
P. O. Box 2513, Station A
Champaign, Illinois 61820
(217) 352-6619

Taula'i, Iakopo F., Director
American Samoa Department of Education
Division of Special Education
Pago Pago, American Samoa 96799
(9-0) 633-1323/4789

Tesolowski, Dennis G.
Division of Vocational Education
Florida International University
Tamiami Trail
Miami, Florida 33199
(305) 552-2711

Thompson, Marion R.
Department of Special Education
University of Northern Iowa
Cedar Falls, Iowa 50613
(319) 273-2569

Turner, Kenne G.
Vocational Education Program
College of Education
Texas A & M University
College Station, Texas 77843
(713) 845-2444

Weaver, Dr. Bill E.
Georgia Southern College
Statesboro, Georgia 30458
(912) 681-5596

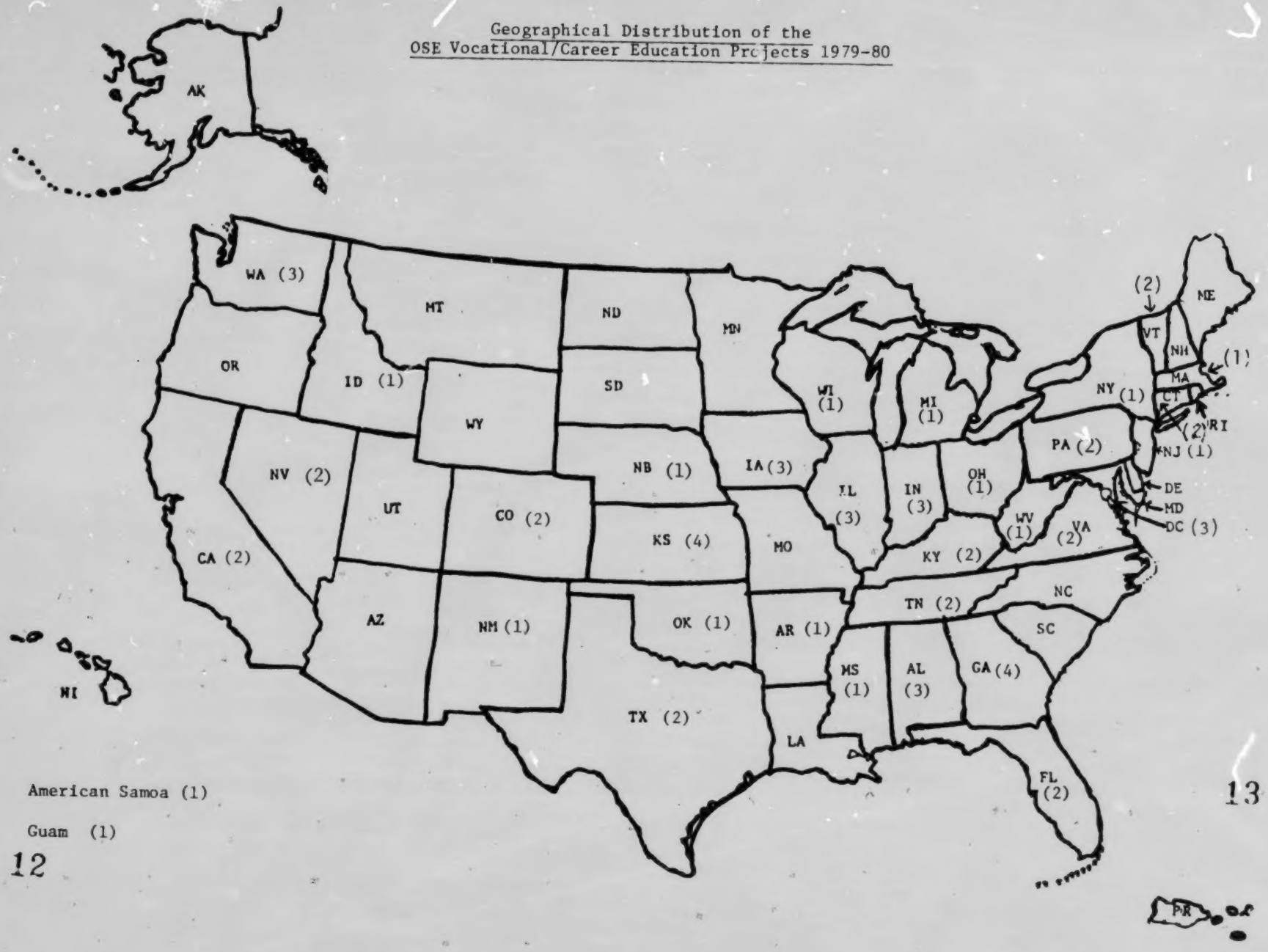
Weisenstein, Dr. Gregory R.
Department of Special Education
103 Miller Hall DQ-12
University of Washington
Seattle, Washington 98195
(206) 543-1827

Whelan, Dr. Richard
Special Education Department
39th and Rainbow Boulevard
Kansas City, Kansas 66103
(913) 864-4954

Whorton, Dr. James, Acting Chairperson
G315 Norman Hall
University of Florida
Gainesville, Florida 32611
(904) 392-0702

Williams, Dr. Michael J.
School of Technology, Room C-210
Central Connecticut State College
New Britain, Connecticut 06050
(203) 827-7262

Geographical Distribution of the OSE Vocational/Career Education Projects 1979-80



American Samoa (1)

Guam (1)

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PROJECT ABSTRACTS

Alabama

ABSTRACT

1. PROJECT NUMBER: 451 AH 90311

2. TITLE: Regular Education Inservice: Alabama Plan of Action for Handicapped Personnel Preparation

3. SPONSORING AGENCY: SEA

4. GRANT NUMBER: G007801914

5. CONTACT PERSON: Sue B. Akers, Specialist
Program for Exceptional Children & Youth
868 State Office Building
Montgomery, Alabama 36130
(205) 832-6397

6. DESCRIPTION: Statewide workshop relating to vocational/career educational personnel attempts to emphasize a cooperative effort needed on the part of vocational education personnel, special education personnel, and career education personnel in order to truly develop individualized education programs (IEP's) for handicapped students. The overall purpose of this training activity is to provide inservice training and updating information for selected persons dealing directly with the effort in the development of IEP's for handicapped students while combining the areas of vocational education, special education, and career education. This training component also projects the needs for four small follow-up workshops to be held at the regional level and based on geographic lines.

7. MAJOR OBJECTIVES:

   a. To offer local education agencies a better understanding of the requirements of various pieces of legislation that affects the areas of vocational education, special education and career education with emphasis on how they complement each other.
   b. To offer local education agencies information in specific topical areas that will allow them to plan more, enhancing programs to meet the career education and vocational education goals of handicapped individuals.
   c. To offer local education agencies the opportunity to meet, discuss common problems, and exchange ideas relating to the three areas of emphasis.
   d. To offer an opportunity for local education agencies to share their efforts in combining these areas, particularly those relating to scheduling curriculum materials, local inservice activities, etc.
   e. To develop in the local education agencies in Alabama a general awareness stage to the need for these areas to complement each other and to provide some suggestions as to ways in which these programs might be planned to do this at the local level.

f. To evaluate the progress of combining the three areas to date and to determine the needs for future training.

8. DISSEMINATION:

The project intends several types of dissemination: Inservice training, handouts and packets used in inservice activities, AID (Alabama Information Development) System - a computer system used to disseminate information and materials used at the in-services for teachers, and administrators, and all handouts and packets left from inservices are mailed out to local teachers.

9. EVALUATION:

The evaluation of this component will be based upon: 1) participants' evaluations, 2) consultant's evaluation, evaluation forms and follow-up activities will be employed. Other instruments will be developed for utilization with these groups since they overlap each other.

10. PRODUCTS:

None

11. DESCRIPTORS:

Handicapped
Inservice
Vocational/Career Education
Special Education
I.E.P.'s

12. Table (Projects for Conducting Training)

1	2	3	4	5	6	7	8	9	10
# of participants		as trainers	hours trained	level	topics	instructional techniques	settings	disabilities	specific conditions
NA	Administrators/ Supervisors	X	16	1, 2, 3, 4, 5	2 11 2 (IEP)	1, 2	6 Conference Center	11	None
	Paraprofessionals								
	Resource Teachers								
	Consulting Teachers								
	Special Class Teachers								
	Regular Education Teachers								
	Clinicians/Therapists								
	Volunteers								
	Parents								
	Physical Educators								
	Psychologists								
	Counselors								
	Music or Fine Arts Teachers								
	School Boards								
	Combinations or Teams of Above								

Alabama

ABSTRACT

1. PROJECT NUMBER: 451 AH 90279

2. TITLE: Program Assistance Grant: Special Education Teacher Preparation Program.

3. SPONSORING AGENCY: IHE

4. GRANT NUMBER: G007801603

5. CONTACT PERSON: Dorothy R. Douglas
Department of Special Education
University of South Alabama
307 University Boulevard
Mobile, Alabama 36688
(205) 460-6460

6. DESCRIPTION: The project is designed to train undergraduate and graduate students as special educators in the following exceptionability areas: mental retardation, learning disabilities, emotional disturbance, and orthopedically/health impaired. At the master's level students select one of five emphasis areas with 12-16 hours of coursework. Emphasis areas include career/vocational education, research, mainstreaming, diagnostics, and severely handicapped.

7. MAJOR OBJECTIVES:

   a. To train competent professionals in the special education areas in terms of cross-categorical training in addition to exceptionality major areas at the master's level.
   b. To familiarize students with service delivery models, preparation of IEP's, behavior management techniques, assessment, and career/vocational education for the handicapped.

8. DISSEMINATION:

   The project will be disseminated through preservice and inservice training and published through, "Alabama Education" and "USA perspective, which are informal publication for public school teachers.

9. EVALUATION:

Numerous evaluation instruments are used to improve program quality. Students evaluate faculty teaching and advising using instruments developed in the Department of Special Education. They also evaluate practicum sites. A follow-up evaluation of program graduates is completed by the principal and/or supervisors.

10. PRODUCTS:

The project will provide a final report.

11. DESCRIPTORS:

Teacher Education/Training
Career/Vocational Education
Handicapped
Preservice
Inservice

12. Table (Projects for Conducting Training)

1	2	3	4	5	6	7	8	9	10
# of participants		as trainers	hours trained	level	topics	instructional techniques	settings	disabilities	specific conditions
	Administrators/ Supervisors								
	Paraprofessionals								
	Resource Teachers								
	Consulting Teachers								
50-150	Special Class Teachers	50-150	48-75				College Classes	MR, ED, LD, Orthopedically Impaired	
	Regular Education Teachers								
	Clinicians/Therapists								
	Volunteers								
	Parents								
	Physical Educators								
	Psychologists								
	Counselors								
	Music or Fine Arts Teachers								
	School Boards								
	Combinations or Teams of Above								

Alabama

ABSTRACT

1. PROJECT NUMBER: 451 CH 90660

2. TITLE: Program Assistance Grant: Inservice Training for Secondary Special Education Teachers Designed to Facilitate Career and Vocational Services for Handicapped Students.

3. SPONSORING AGENCY: IHE

4. GRANT NUMBER: G007901311

5. CONTACT PERSON: Ray Sankovsky
115 Petrie Hall
Auburn University
Auburn, AL 36830
(205) 826-5320

6. DESCRIPTION: This project is designed to improve the effectiveness of secondary special education teachers for developing and implementing plans and programs of services for handicapped students in vocational education.

7. MAJOR OBJECTIVES:

a. To have special educators develop more realistic and comprehensive IEP's for handicapped students in vocational education.
b. To provide more diversification of vocational training for handicapped students.
c. To obtain successful completors in vocational education among the handicapped.
d. To provide more contacts and contact time between special education and vocational education teachers.
e. To develop a more positive attitude of vocational teachers toward working with handicapped students and special education teachers.
f. To enable the special educator will develop a knowledge base of vocational education.

8. DISSEMINATION:

At the completion of the first year of the project, a course outline will be developed. The course outline in addition to the course handouts and references will be compiled and mailed to the Deans of Teacher Education Programs at the major colleges and universities throughout the country. In addition a copy of the final report will be mailed to the state directors of special education to

encourage the further development and expansion of this specific personnel preparation for special education teachers in other states. A copy of the final report will be submitted to the network of special education information and resource centers and to ERIC. The availability of the final project report will be announced in the related professional journals and newsletters, and a limited supply will be available on request.

9. EVALUATION:

The overall project evaluation is based on the cumulative evaluation of the expected outcomes. The objectives and outcomes have been specified and the evaluative component for each is detailed. The necessary forms, questionnaires, and data sheets will be developed by the project coordinator.

10. PRODUCTS:

The project will provide a course outline, handouts and references.

11. DESCRIPTORS:

Inservice Training
Vocational Education
Handicapped Students
Secondary

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12. Table (Projects for Conducting Training)

1	2	3	4	5	6	7	8	9	10
# of participants		as trainers	hours trained	level	topics	instructional techniques	settings	disabilities	specific conditions
	Administrators/ Supervisors								
	Paraprofessionals								
	Resource Teachers								
	Consulting Teachers								
NA	Special Class Teachers								
	Regular Education Teachers								
	Clinicians/Therapists								
	Volunteers								
	Parents								
	Physical Educators								
	Psychologists								
	Counselors								
	Music or Fine Arts Teachers								
	School Boards								
	Combinations or Teams of Above								

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American Samoa

ABSTRACT

1. PROJECT NUMBER: 451 AH 90553

2. TITLE: Program Assistance Grant: A New Approach Towards the Inservice Education of Teachers of the Handicapped in American Samoa.

3. SPONSORING AGENCY: LEA and SEA

4. GRANT NUMBER: G007701299

5. CONTACT PERSON: Iakopo F. Taula'i, Director
American Samoa Department of Education
Special Education Division
Pago Pago, American Samoa 96799
633-1323/4789

6. DESCRIPTION: This project intends to train local Samoan residents in the skills necessary to enable them to plan, implement and administer all special education programs in American Samoa.

7. MAJOR OBJECTIVES:

   a. To increase local training for teachers in different disability areas.
   b. To enhance off-island training for teachers in order to complete Bachelor Degree.

8. DISSEMINATION:

   Project information, materials and procedures will be shared with involved community agencies and will be available to the public for review.

   Other territories including Hawaii will receive information and materials via the Pacific Basin Consortium. The Pacific Basin Consortium is a representative group from the United States territories and Hawaii who have grants funded under the Handicapped Personnel Preparation VI-D funds.

9. EVALUATION:

The evaluation design is based on the discrepancy model in that an evaluation question is presented and addressed. The evaluation is designed to move away from the concept of measuring or counting training activities into a program of measuring or otherwise determining changes in the progress or learning of individual students.

10. PRODUCTS:

The project will provide a continuation model for training teachers to teach handicapped children in the Territory of American Samoa. This training will be more or less as a preservice for teachers.

11. DESCRIPTORS:

Special Education
Teacher Training
Handicapped

12. Table (Projects for Conducting Training)

1	2	3	4	5	6	7	8	9	10
# of participants		as trainers	hours trained	level	topics	instructional techniques	settings	disabilities	specific conditions
	Administrators/ Supervisors								
	Paraprofessionals								
NA	Resource Teachers		240						
	Consulting Teachers								
NA	Special Class Teachers	X							
	Regular Education Teachers								
	Clinicians/Therapists								
	Volunteers								
	Parents								
	Physical Educators								
	Psychologists								
	Counselors								
	Music or Fine Arts Teachers								
	School Boards								
	Combinations or Teams of Above								

*Resource teachers are trained in the center for one and half months before being assigned to elementary schools or high school for permanent positions.
*Most of this training will be done off-island.
*Teacher Trainers train teachers in their own departments.

ABSTRACT

1. PROJECT NUMBER: 451 CH 90701

2. TITLE: Program Assistance Grant: Arkansas Department of Education Handicapped Personnel Preparation Program (Inservice Personnel Preparation & Cooperative Manpower Planning Designed to Meet the Educational Needs of Handicapped Children and Youth).

3. SPONSORING AGENCY: SEA

4. GRANT NUMBER: G007901275

5. CONTACT PERSON: Eloise H. Jones
Special Education Section
Arkansas Department of Education
Capitol Mall
Little Rock, Arkansas 72201
(501) 371-2623

6. DESCRIPTION: The project has seven components. Two components are concerned with cooperative manpower planning in Arkansas and its direct administration. Two components are for summer traineeships for preparation of teachers in low incidence areas of handicap: deaf, blind, severely/profoundly handicapped, and seriously emotionally disturbed. Three components are for three-day special study institutes which address the needs of low incidence handicapping conditions.

7. MAJOR OBJECTIVES:

   a. To interface the systems for personnel preparation in the state.
   b. To increase the number of teachers who are certifiable in low incidence handicapping conditions.
   c. To increase the number of public school teachers, paraprofessionals, and support professionals who have had some preparation in working with students who are seriously emotionally disturbed, severely/profoundly handicapped, hearing handicapped, and visually handicapped.

8. DISSEMINATION:

   The project intends to disseminate information through a final report entitled, "Specification of Competencies for Teachers of the Seriously Emotionally Disturbed."

9. EVALUATION:

Follow-up of traineeship recipients will determine how many are working in area in which training was provided.

10. PRODUCTS:

"Specification of Competencies for Teachers of the Seriously Emotionally Disturbed," final report.

11. DESCRIPTORS:

Personnel Preparation
Handicapped
Inservice Personnel Preparation
Cooperative Manpower Planning

12. Table (Projects for Conducting Training)

1	2	3	4	5	6	7	8	9	10
# of participants		as trainers	hours trained	level	topics	instructional techniques	settings	disabilities	specific conditions
32	Administrators/ Supervisors		18	2,3,4	1-8	1,2,7	5	5,8,2	
32	Paraprofessionals		18	2,3,4	1-8	1,2,7	5	5,8,2	
50	Resource Teachers		200	2,3,4	1-8	1-9	3	5,8	
5	Consulting Teachers		200	2,3,4	1-8	1-9	3	5,8	
32	Special Class Teachers		18	2,3,4	1-8	1,2,7	5	5,8,2	
	Regular Education Teachers								
	Clinicians/Therapists								
	Volunteers								
	Parents								
	Physical Educators								
	Psychologists								
	Counselors								
	Music or Fine Arts Teachers								
	School Boards								
12	Combinations or Teams of Above								

California

ABSTRACT

1. PROJECT NUMBER: 451 CH 91135

2. TITLE: Program Assistance Grant: Curriculum Development - Education of Orthopedically and Multiply Handicapped.

3. SPONSORING AGENCY: IHE

4. GRANT NUMBER: G007900987

5. CONTACT PERSON: Dr. June Bigge
Department of Special Education
San Francisco State University
1600 Holloway
San Francisco, California 94132
(415) 469-1248

6. DESCRIPTION: The project intends to provide regular and special education teachers with a Manual for teaching Life Management Skills, Leisure Use and Prevocational Skills to those orthopedically handicapped students who have communication, hand use and/or academic learning problems. To develop content for this Manual, the Project Director and Music Specialists will teach a group of orthopedically/multiply handicapped students in the San Francisco Unified School District seven hours a week for the 1979-80 academic year. In addition, the Project Director will conduct field research and library research to support the project. On-site inservice teachers and parents of the children and a selected few other teachers will receive inservice on an individual basis.

7. MAJOR OBJECTIVES:

a. To develop procedures for selecting and teaching those Life Management Skills which are most crucial in assisting orthopedically/multiply handicapped (OH/MH) students to become as independent and responsible as possible. (This project concentrates on those OH/MH students with communication, hand use and academic learning problems.)
b. To develop procedures teachers can use to find jobs and leisure activities which can be taught in school over a continuum of several years so when students leave public school programs they have competitive competencies.
c. To provide inservice teacher preparation programs with a new "process model" and related curriculum so teachers can be taught to deal with OH/MH students in a more effective and productive manner.

8. DISSEMINATION:

The project intends levels of dissemination: (1) Continual informal inservice education on the public school site where the Project Director and Music Specialists teach; (2) inservice education for a limited number of inservice teachers from other schools and districts who visit the classes, and (3) a Manual which will be disseminated in draft form to inservice OH/MH teachers anywhere in the U.S.A. It will be completed in a more comprehensive and polished form after 1980 if the project is re-funded.

9. EVALUATION:

Evaluation includes development and assessment of observation schedules to assess student functioning in life management, work and leisure use activities and to develop and apply criteria for judging the adequacy of the task analysis procedures developed and used by the Project Director and Music Specialists.

10. PRODUCTS:

The project will provide a written Manual with line drawings of processes and resulting methods and materials which can be used with OH/MH students.

11. DESCRIPTORS:

Teachers
Leisure
Life Management
Curriculum
Prevocational
Orthopedically Handicapped
Mentally Handicapped

12. Table (Projects for Conducting Training)

1	2	3	4	5	6	7	8	9	10
# of participants		as trainers	hours trained	level	topics	instructional techniques	settings	disabilities	specific conditions
	Administrators/ Supervisors								
	Paraprofessionals								
	Resource Teachers								
	Consulting Teachers								
3	Special Class Teachers		56	3	6,7,11	4,5,7	1	6,3	1,2,4
	Regular Education Teachers								
	Clinicians/Therapists								
	Volunteers								
8	Parents		6	3	6,7,11	5		6,3	1,2,4
	Physical Educators								
	Psychologists								
	Counselors								
	Music or Fine Arts Teachers								
	School Boards								
	Combinations or Teams of Above								

California

ABSTRACT

1. PROJECT NUMBER: 451 AH 81234

2. TITLE: Vocational Assessment Training

3. SPONSORING AGENCY: SEA

4. GRANT NUMBER: G007701528

5. CONTACT PERSON: Karl E. Murray
California State Department of Education
721 Capitol Mall, Room 607
Sacramento, California 95814
(916) 323-4783

6. DESCRIPTION: The project is designed to provide a process for comprehensive assessment of individuals with exceptional needs for vocational services and to provide a resource manual with guidelines for the development of "vocational assessment process" in career and vocational education.

7. MAJOR OBJECTIVES:

   a. To identify/describe the major components of a vocational assessment process.
   b. To identify/describe the major components in implementing a vocational process.
   c. To develop an individual plan of action for improving vocational evaluation practices in their districts, counties, or Special Education Service Regions.

8. DISSEMINATION:

   The project will disseminate information through SATS, Educational Assessment Services and Eligibility and Planning Teams using 75-100 participants.

9. EVALUATION:

Not available.

10. PRODUCTS:

Each LEA team will develop an action plan which will be implemented at the local site.

11. DESCRIPTORS:

Master Trainer
Infusion
Team Approach
Assessment

12. Table (Projects for Conducting Training)

1	2	3	4	5	6	7	8	9	10
# of participants		as trainers	hours trained	level	topics	instructional techniques	settings	disabilities	specific conditions
	Administrators/ Supervisors								
	Paraprofessionals								
30	Resource Teachers	X	240	4	8,11	1,2,3	4,5,6	11	all
40	Consulting Teachers	X	320	4	8,11	1,2,3	4,5,6	11	all
20	Special Class Teachers	X	160	4	8,11	1,2,3	4,5,6	11	all
20	Regular Education Teachers	X	160	4	8,11	1,2,3	4,5,6	11	all
	Clinicians/Therapists								
	Volunteers								
	Parents								
	Physical Educators								
40	Psychologists	X	320	4	8,11	1,2,3	4,5,6	11	all
30	Counselors	X	240	4	8,11	1,2,3	4,5,6	11	all
	Music or Fine Arts Teachers								
	School Boards								
	Combinations or Teams of Above	X							

California

ABSTRACT

1. PROJECT NUMBER: 451 AH 81234

2. TITLE: Work Experience for High School Students With Handicaps.

3. SPONSORING AGENCY: SEA

4. GRANT NUMBER: G007701528

5. CONTACT PERSON: Karl E. Murray
California State Department of Education
721 Capitol Mall, Rm. 607
Sacramento, California 95814
(916) 323-4783

6. DESCRIPTION: To provide Local Education Agencies with recent information about initiating or improving work experience education to individuals with exceptional needs.

7. MAJOR OBJECTIVES:

   a. To inform participants about work experience education, including key factors in developing a program, community resources, laws and regulations, administrative structure necessary, and practical considerations for working with students, employees, and parents.

8. DISSEMINATION:

   A "team" of Special Educators and Work Experience coordinators committed to work experience for individuals with exceptional needs will disseminate project information.

9. EVALUATION:

Not available.

10. PRODUCTS:

Each LEA team will develop an action plan which will be implemented at the local site.

11. DESCRIPTORS:

Master Trainer
Infusion
Team Approach
Assessment

12. Table (Projects for Conducting Training)

1	2	3	4	5	6	7	8	9	10
# of participants		as trainers	hours trained	level	topics	instructional techniques	settings	disabilities	specific conditions
	Administrators/ Supervisors								
	Paraprofessionals								
60	Resource Teachers	X	480	4	1,2,9, 11	1,2,	4,5,6	11	all
	Consulting Teachers								
100	Special Class Teachers	X	800	4	1,2,9, 11	1,2,	4,5,6	11	all
100	Regular Education Teachers	X	800	4	1,2,9, 11	1,2,	4,5,6	11	all
	Clinicians/Therapists								
	Volunteers								
	Parents								
	Physical Educators								
	Psychologists								
	Counselors								
	Music or Fine Arts Teachers								
	School Boards								
	Combinations or Teams of Above	X							

California

ABSTRACT

1. PROJECT NUMBER: 451 AH 81234

2. TITLE: Career Education Master Trainer Workshop for Special Education.

3. SPONSORING AGENCY: SEA

4. GRANT NUMBER: G007701528

5. CONTACT PERSON: Karl E. Murray
California State Department of Education
721 Capitol Mall, Rm. 607
Sacramento, California 95814
(916) 323-4782

6. DESCRIPTION: The project intends to develop and design a plan of action for the implementation of career education and to train local trainers who, in turn, can train their peers within their districts or county offices of education.

7. MAJOR OBJECTIVES:

   a. To enable participants to teach a minimum of 2 self-awareness activities for special education students.
   b. To enable participants to infuse a minimum of 2 self-awareness activities for special education students.

8. DISSEMINATION:

   Elementary, intermediate, secondary teachers, counselors and administrators will disseminate project information.

9. EVALUATION:

Not available.

10. PRODUCTS:

Each LEA team will develop an action plan which will be implemented at the local site.

11. DESCRIPTORS:

Master Trainer
Infusion
Team Approach
Assessment

12. Table (Projects for Conducting Training)

1	2	3	4	5	6	7	8	9	10
# of participants		as trainers	hours trained	level	topics	instructional techniques	settings	disabilities	specific conditions
20	Administrators/ Supervisors	X	240	2,3,4	11	1,2	4,5,6	11	all
	Paraprofessionals								
	Resource Teachers								
	Consulting Teachers								
60	Special Class Teachers	X	720	2,3,4	11	1,2	4,5,6	11	all
100	Regular Education Teachers	X	1,200	2,3,4	11	1,2	4,5,6	11	all
	Clinicians/Therapists								
	Volunteers								
	Parents								
	Physical Educators								
	Psychologists								
	Counselors								
	Music or Fine Arts Teachers								
	School Boards								
	Combinations or Teams of Above	X							

Colorado

ABSTRACT

1. PROJECT NUMBER: 451 AH 90540

2. TITLE: Program Assistance Grant: Handicapped Personnel Preparation in Vocational Career Education.

3. SPONSORING AGENCY: IHE

4. GRANT NUMBER: G007701281

5. CONTACT PERSON: Dr. Tony Carvajal
School of Special Education and Rehabilitation
University of Northern Colorado
Greeley, Colorado 80639
(303) 351-2691

6. DESCRIPTION: The major thrust of this proposal is the development of a program to train personnel to work with secondary level handicapped youngsters in meaningful career education activities. A core of basic training exists for vocational educators, a different core for vocational rehabilitation counselors, and several different programs for prospective special education teachers. No concentrated program exists that presently makes the offerings consistent with each other. The main purpose of this effort is toward an integration of programming in all three areas of vocational education, vocational rehabilitation, and special education.

7. MAJOR OBJECTIVES:

   a. To educate the college faculty concerning career and vocational education for the handicapped.
   b. To prepare professionals to work effectively with moderate and severely handicapped adolescents and young adults in career education.
   c. To prepare professionals to work effectively with mildly handicapped adolescents and young adults in career education.
   d. To prepare professionals to work effectively with disadvantaged adolescents and young adults in career education.
   e. To provide vocational assessment techniques appropriate to all levels of impairment from severe to mildly handicapped and including the disadvantaged will be offered.
   f. To teach students to provide or secure a variety of delivery options such as work adjustment, extended workshop, training workshops, work-study programs, vocational education classes, vocational technical centers, community based work experience and adult education opportunities.
   g. To teach students to deliver or secure instruction on basic survival skills such as homemaking, consumerism, parenting, basic citizenship, and money management.

h. To teach students to work with other persons or agencies to secure academic, vocational, or social services.
i. To teach students to coordinate program offerings at the secondary level with other instructional personnel as well as learn the role of facilitator or resource person.

8. DISSEMINATION:

Announcement and dissemination of project activities will be through the Colorado State Department of Education and presentations at regional, state, and national meetings on career/vocational education.

9. EVALUATION:

Includes the attainment of project objectives, student evaluations assessing course content and delivery, client-referenced evaluations, and follow-up studies of program graduates.

10. PRODUCTS:

Model career education/vocational education programs in Special Education, Vocational Education, and Vocational Rehabilitation.

11. DESCRIPTORS:

MIddle; Junior, Senior High
Vocational/Career Education
Lecture, consultation, practica
College campus
Handicapped

12. Table (Projects for Conducting Training)

1	2	3	4	5	6	7	8	9	10
# of participants		as trainers	hours trained	level	topics	instructional techniques	settings	disabilities	specific conditions
	Administrators/ Supervisors								
	Paraprofessionals								
	Resource Teachers								
	Consulting Teachers								
308	Special Class Teachers		450	2,3,4	2,3,4 5,6,7 8,9,11	2,4,5,6 7,8,9	3	11	
	Regular Education Teachers								
	Clinicians/Therapists								
	Volunteers								
	Parents								
	Physical Educators								
	Psychologists								
	Counselors								
	Music or Fine Arts Teachers								
	School Boards								
	Combinations or Teams of Above								

Connecticut

ABSTRACT

1. PROJECT NUMBER: 451 AH 90035

2. TITLE: Program Assistance Grant: Handicapped Personnel Preparation - Special Study Institutes:

3. SPONSORING AGENCY: SEA

4. GRANT NUMBER: G007801574

5. CONTACT PERSON: Janet M. Rosenbaum
Special Education Resource Center
275 Windsor Street
Hartford, Connecticut 06120
(203) 246-8514

6. DESCRIPTION: Special education for regular educators requiring additional training in order to provide appropriate and effective vocational/career education training for handicapped adolescents is provided in this training through a ten-session institute.

7. MAJOR OBJECTIVES:

a. To distinguish global and specific learning strengths and weaknesses of various mildly handicapped adolescents in relationship to typical skill development strategies (academic and vocational used by vocational/technical school personnel).
b. To task analyze and modify these strategies for various handicapped adolescents so as to capitalize on their learning strengths and capabilities.
c. To identify existing laws affecting educational support and vocational/career job opportunites for handicapped adolescents in vocational/technical schools.
d. To work within the guidelines of these laws to secure additional funding for support services and program development for handicapped adolescents in vocational/technical schools.
e. To identify local and regional options for programming and/or apprenticeship for handicapped adolescents other than vocational/technical schools.
f. To use reality counseling techniques with handicapped adolescents and their parents to facilitate and make appropriate vocational/career decisions.
g. To identify specialized curricula geared to the needs and abilities of handicapped adolescents in vocational/technical schools.
h. To work cooperatively to identify common inservice priorities and reciprocal capabilities for knowledge exchange and skill training between personnel from LEA programs and vocational/technical schools who educate/counsel handicapped adolescents.

8. DISSEMINATION:

Not available.

9. EVALUATION:

Evaluation includes a rating of the institute by all participants and staff and follow-up inservice exchanges.

10. PRODUCTS:

None.

11. DESCRIPTORS:

Personnel Preparation
Vocational/Career Education
Handicapped

12. Table (Projects for Conducting Training)

1	2	3	4	5	6	7	8	9	10
# of participants		as trainers	hours trained	level	topics	instructional techniques	settings	disabilities	specific conditions
13	Administrators/ Supervisors		30 ea.	4	1,3,4, 5,8,9, 11	1,2,6	4	11	
	Paraprofessionals								
9	Resource Teachers		30 ea.	4	1,3,4, 5,8,9, 11	1,2,6	4	11	
	Consulting Teachers								
9	Special Class Teachers		30 ea.	4	1,3,4, 5,8,9, 11	1,2,6	4	11	
	Regular Education Teachers								
	Clinicians/Therapists								
	Volunteers								
	Parents								
	Physical Educators								
1	Psychologists		30 ea.	4	1,3,4, 5,8,9, 11	1,2,6	4	11	
8	Counselors		30 ea.	4	1,3,4, 5,8,9, 11	1,2,6	4	11	
	Music or Fine Arts Teachers								
	School Boards								
	Combinations or Teams of Above								

ABSTRACT

1. PROJECT NUMBER: 451 CH 90083

2. TITLE: Program Assistance Grant: Program to Prepare Professional Personnel in the Education of the Handicapped at Central Connecticut State College.

3. SPONSORING AGENCY: IHE

4. GRANT NUMBER: G007901021

5. CONTACT PERSON: Dr. Michael J. Williams
School of Technology, Room C-210
Central Connecticut State College
New Britain, Connecticut 06050
(203) 827-7262

6. DESCRIPTION: The intention of this project is to develop a competency-based teacher education program that will prepare Vocational Educators, Special Educators and Career Education (counselors) personnel to work cooperatively in the vocational programming of special needs students. This preparation is to be accomplished through a cross training approach in which: 1) career educators and special educators take, as part of their undergraduate, certification or graduate program, courses which will enable them to obtain a broader understanding of vocational education and to identify their role in working with vocational educators who may have students with special needs enrolled in their classes; 2) vocational educators and career educators take, as a part of their undergraduate, certification or graduate program, courses which will enable them to develop the techniques and skills necessary for working with special needs students. Throughout the development of this program, emphasis will be placed on the necessity of developing and maintaining a cooperative working relationship between individuals in each of these three areas. To set the example, project team is composed of representatives from each of the three areas.

7. MAJOR OBJECTIVES:

   a. To prepare industrial educators to work with special needs students.
   b. To prepare special educators at the secondary level to work more closely with industrial arts and vocational educators in the total educational programming of special needs students.
   c. To prepare special educators at the elementary school level to conduct industrial arts (hands-on) activities in their classes in order to facilitate the achievement of objectives which they have established for their special needs students.

d. To prepare career education/counseling personnel to work effectively with vocational, industrial arts, and special educators in the educational programming of special needs students.

e. To prepare industrial educators and special educators in grades K-12, to be able to conduct career education activities in their classrooms with both regular and handicapped students.

8. DISSEMINATION:

The project intends three levels of dissemination: the State of Connecticut, the seven state HEW Region, and the Nation.

The dissemination of information regarding the activities of this project is to be accomplished through submission of project reports to the ERIC system; public presentations at local, regional and national meetings; inservice opportunities (1980-1981) for school systems; and through articles in state education association newsletters.

9. EVALUATION:

Evaluation includes direct observation, follow-up questionnaires sent to graduates of the program, and immediate feedback from participants of courses and inservice workshops.

10. PRODUCTS:

The project will provide a model for the cooperative training of vocational education, special education and career education personnel. Course outlines and programs will be available by September, 1980.

11. DESCRIPTORS:

College Campus
Workshops
Vocational Education Counselors
Special Education
Cross Training
College Courses
Handicapped
Cooperative Relationship

12. Table (Projects for Conducting Training)

1	2	3	4	5	6	7	8	9	10
# of participants		as trainers	hours trained	level	topics	instructional techniques	settings	disabilities	specific conditions
	Administrators/ Supervisors								
	Paraprofessionals								
15	Resource Teachers		45	2,3,4	1,2,3, 4,5,6, 7,8,9, 11	1,2,3, 5,6,7, 8,9	3	11	3,4
	Consulting Teachers								
	Special Class Teachers								
26	Regular Education Teachers (vocational)		45	2,3,4	1,2,3, 4,5,6, 7,8,9, 11	1,2,3, 5,6,7, 8,9	3	11	3,4
	Clinicians/Therapists								
	Volunteers								
	Parents								
	Physical Educators								
	Psychologists								
20	Counselors		45	3,4	1,2,3, 8,9,11	1,2,3, 5,6,7, 8,9	3	11	3,4
	Music or Fine Arts Teachers								
	School Boards								
64	Combinations or Teams of Above		6			1	*6		

*(4 locations throughout Connecticut)

District of Columbia

ABSTRACT

1. PROJECT NUMBER: 451 CH 90070

2. TITLE: Collaborative Policy Development for the Vocational Education of Handicapped Youth.

3. SPONSORING AGENCY: Private Educational Agency

4. GRANT NUMBER: G007900916

5. CONTACT PERSON: Dr. Ronald Howard
National Association of State Boards of Education
444 North Capitol Street, N.W.
Washington, D.C. 20001
(202) 624-5845

6. DESCRIPTION: The goal of this project is to develop a collaborative model for the development and implementation of policies to provide comprehensive, free appropriate vocational education to all handicapped youth ages 15-21. Six (6) key issues are addressed: interagency cooperation personnel preparation, funding, service delivery options, program evaluation, and services to Native American and other minority handicapped youth. A total of twenty (20) states will participate. Project activities include regularly scheduled task force meetings; workshops for SEA and LEA personnel; analysis of existing service delivery systems and funding structures (along with specific recommendations for change); and specific policy recommendations.

7. MAJOR OBJECTIVES:

   a. To identify recommendations targeted to policy issues for consideration by state boards of education.
   b. To assist state departments of education in implementing state board policies.
   c. To increase awareness of needs of handicapped youth among members of state boards of education and state departments of education.

8. DISSEMINATION:

   A project report will be published and widely disseminated at the end of each year of the 3-year grant. Additional dissemination activities will include:

   a. development of inter- and intra-state communication linkages.
   b. regional or national workshops for key project participants.
   c. development of a resource guide.
   d. ongoing technical assistance via mail and/or Watts line.
   e. presentations to state boards of education, state departments of education, and national level conferences.

9. EVALUATION:

A modified discrepancy evaluation model has been designed to evaluate project objectives and sub-objectives.

10. PRODUCTS:

The project will provide project reports (3 total), resource guide, and a policy development and implementation model.

11. DESCRIPTORS:

Consultation
Policy Analysis
Policy Development
Policy Implementation

12. Table (Projects for Conducting Training)

1	2	3	4	5	6	7	8	9	10
# of participants		as trainers	hours trained	level	topics	instructional techniques	settings	disabilities	specific conditions
	Administrators/ Supervisors								
	Paraprofessionals								
	Resource Teachers								
	Consulting Teachers								
	Special Class Teachers								
	Regular Education Teachers								
	Clinicians/Therapists								
	Volunteers								
	Parents								
	Physical Educators								
	Psychologists								
	Counselors								
	Music or Fine Arts Teachers								
	School Boards								
NA	Combinations or Teams of Above								

District of Columbia

ABSTRACT

1. PROJECT NUMBER: 451 AH 90019

2. TITLE: Program Assistance Grant: Non-Categorical Vocational/ Special Education Teacher Program.

3. SPONSORING AGENCY: IHE

4. GRANT NUMBER: G007710314

5. CONTACT PERSON: Dr. Robert N. Ianacone, Coordinator
Vocational/Special Education Teacher Program
George Washington University
2201 G Street, N.W.
Washington, D.C. 20052
(202) 676-7328

6. DESCRIPTION: The Vocational/Special Education Teacher Program addresses the need to provide proficiently trained personnel who assist handicapped individuals bridge the gap between the education and employment sector. This 39 hour Master's degree training sequence involves three levels of personnel preparation which meet the career/vocational needs of handicapped youth. These are: 1) The Secondary Resource/ Classroom Teacher: serves as a classroom based resource teacher or as a special education self-contained teacher in a direct service role; 2) The Vocational/Special Educator: serves as a work study/job development coordinator in a primarily indirect service role; and 3) The Vocational/Special Education Interdisciplinary Liaison: serves in leadership positions in federal/state agencies, advisory/consumer training group, and labor/industry.

The Vocational/Special Education Teacher Program is unique in being able to utilize a multitude of federal, state and local resources in its training and placement efforts. The students, while in the program, have presented at major professional conferences, produced training materials, published articles and have been hired in a variety of training related positions at all three levels of program preparation.

7. MAJOR OBJECTIVES:

a. To train educators of quality to more efficiently and effectively address the special education needs of secondary level students who are handicapped.
b. To guide the educator in creating appropriate and effective programming: assessment in the areas of individual educational planning, pre-vocational education, pre-vocational enabling skill development, supportive vocational education, functional life skills and academics, interdisciplinary planning and cooperation, curriculum development, materials development and instructional methodology, behavior control and classroom management techniques, work-study and community placement procedures, and legislative implications and compliance.

8. DISSEMINATION:

Information has been disseminated through a variety of effective modes. Written degree plans, general information, workshops demonstrations, panels, speeches and research have flowed in progression from the local area of Washington, D.C., Virginia and Maryland and through our Special Education Department's Mid-East Regional Resource Center to Delaware, West Virginia, North Carolina, Tennessee and Kentucky. General program information has been also disseminated through student practicum, student internship placements, field visits, program graduates, local county staff bulletins, regional meetings, state conventions, national conventions, general information mailouts, and university mailouts. A limited number of program products are available for requesting agencies.

Appearances and presentations at local, state and national conferences and other professional organization conventions have served as a culmination of program activities.

9. EVALUATION:

The process of evaluation in the Vocational/Special Education Program is ongoing, from the first meeting after admission until a three year annual follow-up after graduating from the university. Input, process and product assessment occurs at course and program levels. Course evaluation involves competency pre test, midterm/final course evaluations and instructor/student meetings. Program evaluation involves selective trainee participation, final student/field program evaluations, advisory committee review, outside consultant review and follow-up of past graduates.

10. PRODUCTS:

This project is providing a model teacher training program in Vocational/Special Education. In addition, students in the program are expected to contribute in some manner to expand the knowledge and awareness in the field. A number of documents and articles have been developed by our students through our programs. A list of these publications and training program information is available upon request.

11. DESCRIPTORS:

Teacher Training
Vocational/Special Education Personnel Preparation

12. Table (Projects for Conducting Training)

63

1	2	3	4	5	6	7	8	9	10
# of participants		as trainers	hours trained	level	topics	instructional techniques	settings	disabilities	specific conditions
	Administrators/ Supervisors								
	Paraprofessionals								
FT 8 PT20	Resource Teachers		784	3,4	1,3,4, 5,6,7, 8,9, 10,11	6,8,9,2,3	1,3	11	1,3,4
FT 2 PT 6	Consulting Teachers		784	4,5	1,3,4, 5,6,7, 8,9, 10,11	6,8,9,2,3	1,3	11	1,3,4
FT 5 PT 9	Special Class Teachers		784	3,4	1,3,4, 5,6,7, 8,9, 10,11	6,8,9,2,3	1,3	11	1,3,4
FT 3 PT 5	Regular Education Teachers		784	3,4	1,3,4, 5,6,7, 8,9, 10,11	6,8,9,2,3	1,3	11	1,3,4
	Clinicians/Therapists								
	Volunteers								
	Parents								
	Physical Educators								
	Psychologists								
	Counselors								
	Music or Fine Arts Teachers								
	School Boards								
	Combinations or Teams of Above								

FT = Full Time
PT = Part-Time

District of Columbia

ABSTRACT

1. PROJECT NUMBER: 451 AH 90019

2. TITLE: Regular Education Inservice: Extending Expertise - Accessing the Regular Education Community.

3. SPONSORING AGENCY: IHE

4. GRANT NUMBER: G007900934

5. CONTACT PERSON: Dr. Robert Ianacone, Coordinator
Vocational/Special Education Teacher Program
George Washington University
2201 G Street, N.W.
Washington, D.C. 20052
(202) 676-6170

6. DESCRIPTION: This project is titled, "Extending Expertise." The expertise is in the areas of 1) attitude change, 2) identifying the handicapped individual, 3) diagnosing/assessing the handicapped individual, 4) servicing/programming the handicapped individual, and 5) implementing the total access process. The model of inservice training is one of modified, field based university training designed to meet the needs of unique target populations, i.e., paraprofessionals, early childhood special educators, vocational educators and administrators/supervisors. The process is to offer four core courses in the service of building skills and insights which enable the regular educator to more proficiently serve the handicapped individual in the least restrictive environment. These four courses are offered in the field and require one academic year and one summer session to complete. The core courses in the Vocational "mini-program" sequence are Secondary Career Planning for the Handicapped, curriculum for Vocational/Special Education, Selected Vocational/ Special Education Methods and Materials, and Vocational/Special Education Assessment of the Secondary Level Handicapped Student. At the completion of the total program, participants have earned twelve hours of graduate credit in special education. The impact of this project is viewed as the production of new advocates for the handicapped individual. In the role of advocate, these trainees will more proficiently access the special individual to services that do exist and will lobby for the provision of services that do not exist.

7. MAJOR OBJECTIVES:

a. To better access the handicapped intra-school population by changing attitudes and upgrading skills in order to build responsive environments for the longitudinal needs of the handicapped student.

b. To bring students the insights and skills which facilitate the accessing of the handicapped individual to vocational programs and services that exist within the schools, within school systems and within communities.

c. To assist regular vocational educators in feeling more comfortable and competent with their responsibility to handicapped individuals, their ability to adjust their expectations, their ability to assess aptitudes and measure progress, and flexability to adjust their curriculum methods and materials.

8. DISSEMINATION:

The project information will be disseminated through convention presentations, workshops, articles, direct participation/observation of intervention and end of year reports. These activities will immediately impart the District of Columbia and surrounding counties, Fairfax, Montgomery, and Prince George's. Intern, dissemination activities will also impart the state of Maryland, Virginia and the District of Columbia as well as provide exposure nationally.

9. EVALUATION:

Project evaluation takes place in five levels: a generic test of program content, course specific evaluation, third party evaluation, attitudinal projection scale and program specific graduate follow-up questionnaire.

10. PRODUCTS:

The project will provide a model for intervention for vocational teachers. The inservice training design is available.

11. DESCRIPTORS:

Vocational/Special Education
Career
Regular Education Inservice

12. Table (Projects for Conducting Training)

1	2	3	4	5	6	7	8	9	10
# of participants		as trainers	hours trained	level	topics	instructional techniques	settings	disabilities	specific conditions
	Administrators/ Supervisors								
	Paraprofessionals								
	Resource Teachers								
	Consulting Teachers								
	Special Class Teachers								
41	Regular Education Teachers (vocational)		160	3,4,5	1,2,3, 4,5,6, 7,8,10	2,3,5,6,7,8	1,5	11	1,3,4
	Clinicians/Therapists								
	Volunteers								
	Parents								
	Physical Educators								
	Psychologists								
	Counselors								
	Music or Fine Arts Teachers								
	School Boards								
	Combinations or Teams of Above								

Florida

ABSTRACT

1. PROJECT NUMBER: 451 CH 90675

2. TITLE: Vocational Education for the Handicapped Certificate Program.

3. SPONSORING AGENCY: IHE

4. GRANT NUMBER: G007601945

5. CONTACT PERSON: Dennis G. Tesolowski
Division of Vocational Education
Florida International University
Tamiami Train
Miami, Florida 33199
(305) 552-2711

6. DESCRIPTION: "Vocational Education for the Handicapped" is a non-degree Professional Certificate Program offered through the School of Education. The project represents a unique cooperative effort between the Division of Vocational Education and Psycho-Educational Services. Instruction in the program focuses on training professionals in vocational skill areas to more appropriately serve the needs of handicapped adolescents and young adults. Students who are pursuing, or have completed, either Florida Teacher Competency and Certification, or the bachelor's or master's degree in vocational education or special education are encouraged to enroll in this professional certificate program. Program competencies were selected to enhance professionals' knowledge, skills, and attitudes in the following roles: instructional, diagnostic-prescriptive, behavior manager, advocacy, referral agent, and counselor. These professional roles are represented by 124 competencies which are packaged in 6 courses or 30 quarter hours of instruction. Four of these six courses are required courses and two are electives.

7. MAJOR OBJECTIVES:

   a. To meet the needs of handicapped citizens by providing appropriately trained professionals in vocational skill areas.
   b. To utilize existing university facilities and local agencies in a cooperative effort to solve problems related to the gainful remunerative employment and independent living of handicapped individuals.
   c. To provide a competency-based teacher training program in the area of vocational education for the handicapped, which may eventually be duplicated by other training facilities.
   d. To allow students, who may or may not be employed as full-time teachers, to complete the certificate program as non-degree seeking students.

e. To provide an impetus for further teacher training and eventually for a state certification or endorsement in vocational education for the handicapped.
f. To train vocational and special education teachers to work together in a more cooperative manner.
g. To assist vocational and special education teachers in their development of ways to provide a variety of supportive services to special needs students in their classrooms.

8. DISSEMINATION:

Information generated through the project will be disseminated at four levels. The project works to inform Dade, Broward and Monroe counties, the State of Florida, states within the Southeast region, and the nation as a whole.

Dissemination activities include manuscript publications in state and national journals; public presentations at state, regional and national professional meetings; progress reports; and inservice opportunities through teacher education center activities, public and private school districts, and community agencies.

9. EVALUATION:

Evaluation of this project focuses on actual positive benefit outcomes and the measurement of perceived attainment of program competencies. The project has been respectively concerned with the occupational status of past graduates and the number of handicapped students they are serving, as well as with the students' self-ratings and the project director's ratings of the students' performance.

10. PRODUCTS:

This project will provide a model for preparing vocational and special educators to provide services to vocationally-oriented special needs students. A combination inservice and preservice certificate program training design will be available.

Published Manuscripts:

Rosenberg, H., & Nathanson, D. Vocational education for the handicapped: A competency-based teacher-training model. Florida Vocational Journal, 1978, 3 (8), 29-31.

Tesolowski, D. G., & Rosenberg, H. Program evaluation: Designing and implementing a model. Journal for Vocational Special Needs Education, 1979, 1 (3), 8-15.

Rosenberg, H. & Tesolowski, D. G. Preparing professional educators to be advocates for vocationally-oriented special needs students. Educationa and Training of the Mentally Retarded (In Press.)

11. DESCRIPTORS:

Vocational Mainstreaming
Cross-training
Teacher Advocates

12. Table (Projects for Conducting Training)

1 # of participants	2	3 as trainers	4 hours trained	5 level	6 topics	7 instructional techniques	8 settings	9 disabilities	10 specific conditions
	Administrators/ Supervisors								
	Paraprofessionals								
	Resource Teachers								
	Consulting Teachers								
6	Special Class Teachers		300	3,4	1,2,3, 4,5,6, 7,8,9, 11	2,3,5,6, 7,8,9	3,1	1,3,4	4
6	Regular Education Teachers (vocational)		300	3,4	1,2,3, 4,5,6, 7,8,9, 11	2,3,5,6, 7,8,9	3,1	1,3,4	4
	Clinicians/Therapists								
	Volunteers								
	Parents								
	Physical Educators								
	Psychologists								
	Counselors								
	Music or Fine Arts Teachers								
	School Boards								
	Combinations or Teams of Above								

Florida

ABSTRACT

1. PROJECT NUMBER: 451 CH 90704

2. TITLE: Program Assistance Grant: Preparation of Professional Personnel in Special Education.

3. SPONSORING AGENCY: IHE

4. GRANT NUMBER: G007901317

5. CONTACT PERSON: Dr. James Whorton, Acting Chairperson
G315 Normal Hall
University of Florida
Gainesville, Florida 32611
(904) 392-0702

6. DESCRIPTION: This training program in career/vocational is a subcomponent of a major training grant from the BEH. The career component trains special educators in dealing with the educational needs of handicapped adolescents.

7. MAJOR OBJECTIVES:

   a. To train master teachers and teacher educators in research, methods, materials, and all other aspects of a handicapped adolescent's educational program.

8. DISSEMINATION:

   Dissemination includes inservice workshops, publications, and reports, at state and national meetings.

9. EVALUATION:

This subcomponent is evaluated through peer review and expert appraisal as part of the total training program.

10. PRODUCTS:

Another Step Forward
Five instructional booklets for vocational teachers of handicapped pupils

11. DESCRIPTORS:

Career/Vocational Education
Special Educators
Handicapped
Teacher Educators
Research
Methods
Materials

12. Table (Projects for Conducting Training)

1	2	3	4	5	6	7	8	9	10
# of participants		as trainers	hours trained	level	topics	instructional techniques	settings	disabilities	specific conditions
2	Administrators/ Supervisors		90	3,4,5	all	all	3	11	3,4
	Paraprofessionals								
	Resource Teachers								
	Consulting Teachers								
3	Special Class Teachers		60	3,4	all	all	3	11	3,4
	Regular Education Teachers								
	Clinicians/Therapists								
	Volunteers								
	Parents								
	Physical Educators								
	Psychologists								
	Counselors								
	Music or Fine Arts Teachers								
	School Boards								
	Combinations or Teams of Above								

Georgia

ABSTRACT

1. PROJECT NUMBER: 451 CH 90666

2. TITLE: Training Personnel For Education of the Handicapped.

3. SPONSORING AGENCY: IHE

4. GRANT NUMBER: G007900945

5. CONTACT PERSON: Dr. Joseph D. George
Columbus College
Algonquin Drive
Columbus, Georgia 31907
(404) 568-2251

6. DESCRIPTION: This project is designed to provide regular educators with training regarding basic Special Education concepts. It also provides opportunities for Special Educators to broaden their areas of expertise. Early Childhood/Special Education and Vocational/Career Orientation training opportunities are also provided. Additionally, basic concepts in Special Education training for Educational Administrators is also provided.

7. MAJOR OBJECTIVES:

   a. To expand the existing Columbus College Special Education teacher training programs leading to certification and/or the preparation of Master Teachers.
   b. To continue and moderately increase the Columbus College programs leading to the retraining and recertification of existing teachers into new areas of specialization or expertise.
   c. To contribute to the recertification of regular education personnel working with Exceptional Children based upon their planned program of study in Special Education.
   d. To encourage 20 teachers of Exceptional Children to train in the area of Occupation and Career Orientation for Exceptional Children.
   e. To develop and utilize a consolidated practicum facility for the purpose of providing summer laboratory and practicum experiences for Special Education Personnel.

8. DISSEMINATION:

   There are three kinds of dissemination activities within this project's sphere of operation: notification, public information, and general information activities.

   Efforts will be made to cooperate with State and Federal Dissemination plans and/or opportunities.

9. EVALUATION:

Evaluation is performance based. Criteria are attached to each specified objective.

10. PRODUCTS:

The project will produce six Master Teachers, a Summer School for the Handicapped, 40 basic Special Education trained regular classroom teachers and existing Special Education Teachers with broadened potential, 20 Special Education Teachers with Occupations and Guidance for the Handicapped training, 50 Educational Administrators with an increased awareness of the IEP, and various other off-shoot projects faculty initiated.

11. DESCRIPTORS:

Administrators/Supervisors

Regular Education Teachers

Counselors

Special Education Resource Teachers

12. Table (Projects for Conducting Training)

1	2	3	4	5	6	7	8	9	10
# of participants		as trainers	hours trained	level	topics	instructional techniques	settings	disabilities	specific conditions
50	Administrators/ Supervisors		6	1,2, 3,4	1,12	10	6	11	3,4,5
	Paraprofessionals								
	Resource Teachers								
	Consulting Teachers								
40	Special Class Teachers		40	1,2, 3,4	7,8, 6,4	10	6	11	3,4,5
20	Regular Education Teachers		40	1,2, 3,4	2,3	10	6	11	3,4,5
	Clinicians/Therapists								
	Volunteers								
	Parents								
	Physical Educators								
	Psychologists								
20	Counselors		40	3,4	11	10	6	11	3,4,5
	Music or Fine Arts Teachers								
	School Boards								
	Combinations or Teams of Above								

12 The IEP; Feedback
10 College, Coursework including lecture, demonstration, large and small groupwork, etc.
6 Campus and Campus "on site"

Georgia

ABSTRACT

1. PROJECT NUMBER: 451 CH 90730

2. TITLE: Program Assistance Grant: Training Personnel for the Education of the Handicapped.

3. SPONSORING AGENCY: IHE

4. GRANT NUMBER: G007901244

5. CONTACT PERSON: Dr. Phil McLaughlin
549 Aderhold
The University of Georgia
Athens, Georgia 30602
(404)542-1685

6. DESCRIPTION: The VCEH program concentrates on preservice and inservice training of special educators and support personnel for special education. There are two principle goals: first, to improve the quality of vocational/career education personnel educating the handicapped; and second, to increase the supply of vocational/ career education personnel educating the handicapped. To meet these two goals special and vocational education personnel are prepared to work cooperatively in providing vocational/career education programs for the handicapped.

7. MAJOR OBJECTIVES:

   a. To prepare and/or modify vocational programs for handicapped individuals.
   b. To deliver career education needed to prepare handicapped individuals for entering vocational programs.
   c. To teach, and to assist handicapped individuals in using, decision-making skills in making realistic occupational choices.
   d. To deliver vocational training (specific job skills) to handicapped individuals.
   e. To deliver any further instruction handicapped students need as they make the transition from the school vocational/career education programs to full-time jobs.

8. DISSEMINATION:

   Many products are disseminated. They range from needs assessment results to a resource guide on instructional programs and a monograph based on the activities for the three year period. Also disseminated are products through convocations like conferences, workshops, and institutes.

9. EVALUATION:

Evaluated is the extent to which the two principle goals of the VCEH program are achieved. Two kinds of evaluation are conducted. One kind is evaluating results. The other is evaluating procedures.

The intention is to find answers to four assessment questions which relate to the effects of our activities. These questions, the methodology to collect the data, and the kinds of data collected are specified.

Also evaluated is how the activities are conducted. An advisory committee is one source of information. Student course evaluations are another source. The VCEH program will also be reviewed as part of the University of Georgia Graduate School evaluation of our degree programs.

10. PRODUCTS:

Vocational curriculum for severely handicapped students, 1979 (A 202 page guide including task analyzed skills and an annotated bibliography on vocational evaluation)

Vocational Curriculum for visually impaired students, 1979 (A 268 page guide)

Presentations at conventions e.g., CEC in 1979 and 1980.

11. DESCRIPTORS:

Vocational/Career Education
Preservice Training
Inservice Training

12. Table (Projects for Conducting Training)

1	2	3	4	5	6	7	8	9	10
# of participants		as trainers	hours trained	level	topics	instructional techniques	settings	disabilities	specific conditions
	Administrators/ Supervisors								
	Paraprofessionals								
6	Resource Teachers		176*	2,3,4	11	2,3,5,6, 7,9	1,3	1,2,3,4,5, 6,8,11	3,4
	Consulting Teachers								
6	Special Class Teachers		176*	2,3,4	11	2,3,5,6, 7,9	1,3	1,2,3,4,5, 6,8,11	3,4
12	Regular Education Teachers (vocational)		176*	3,4,5	11	2,3,5,6, 7,9	1,3	1,2,3,4,5, 6,8,11	3,4
	Clinicians/Therapists								
	Volunteers								
	Parents								
	Physical Educators								
	Psychologists								
	Counselors								
	Music or Fine Arts Teachers								
	School Boards								
	Combinations or Teams of Above								

*four 5 quarter hour courses

Georgia

ABSTRACT

1. PROJECT NUMBER: 451 CH 90578

2. TITLE: Program Assistance Grants: Prevocational Teachers and Career Coordinators of the Mildly Handicapped.

3. SPONSORING AGENCY: IHE

4. GRANT NUMBER: G007900960

5. CONTACT PERSON: Dr. Wayne L. Sengstock
Department of Special Education
Georgia State University
University Plaza
Atlanta, Georgia 30303
(404) 658-2310

6. DESCRIPTION: The purpose of this project is to train Prevocational Teachers (PVT's), Prevocational Coordinators (PVC's), and Related Vocational Instructional Teachers (RVI's) for the adolescent mildly handicapped. Students prepared as PVT's or RVI's will receive an M.Ed. in Special Education. Those individuals receiving preparation as PVC's will be awarded an M.Ed. or Ed.S. The role of the prevocational educator or RVI as conceptualized in this program is that of career educator, work evaluator, and job coordinator. The teacher will strive to create learning situations in which the student experiences the processes of developing career awareness and career placements. As the teacher meets a student, it is his/her function to give immediate assessment along the dimensions of academic skills, vocational skills, social-emotional skills, daily living skills, school teacher attitudes, and career goals. The teacher's goal is to increase the competence of students at all levels. At the later stages the teacher does intensive work evaluation, work sampling, and job interviewing so the student can simulate the activities of job seeking with its concommitant problems. In many communities the teacher also acts as a work-study coordinator, locating jobs within the community and placing students on the job. The RVI teacher is also responsible for providing instruction of a vocational nature that is directly related to the skills being developed in the regular vocational education program. The program employs skills and coursework from the Department of Vocational and Career Development. In Georgia the RVI Prgram was conceptualized as a result of a mandate from Public Laws 94-142 and 94-482. In compliance with this legislation and a statewide commitment to more adequately serve the handicapped youth of this state, this program requires a joint effort between representatives of special and vocational education.

7. MAJOR OBJECTIVES:

a. To train PVT's to work in high schools and with business and industry to facilitate employment/recreation and other appropriate adjustment services for the mildly handicapped.
b. To train PVC's to assume responsibility for coordinating and administrating secondary programs for the mildly handicapped.
c. To train RVI teachers to act as liason between vocational education, special education, and regular education to improve the career education potential of students.
d. The outcome of this program should be the preparation of teachers who can provide handicapped youth with the pertinent personal, social and vocational skills they require to promote the transition from the school setting to the world of work and successful independent living.

8. DISSEMINATION:

The project intends three levels of dissemination: in Georgia, the Fulton County, Clayton County, DeKalb County, and Atlanta School Systems presently operate programs for PVT's and employ PVC's. Georgia State University Department of Special Education helped to organize the Association for Coordinators of Secondary Special Education programs in the Metro Atlanta area. During the school year the metro area coordinators meet each month with our program personnel to share ideas, solve problems and generally help one another to improve their programs, and teaching units developed in this program are currently being disseminated to Georgia Learning Resource Service Centers so that they are available to all high school programs for the handicapped in the state.

9. EVALUATION:

The internal evaluation will consist of course assessment of program competencies in which the student must achieve a minimum grade of "B," successful performance in a planned practicum and successful completion of the M.Ed. comprehensive examination. The external evaluation will consist of the students' self-evaluation of their own attainments throughout the program, as well as a summary evaluation of the program's effectiveness in preparing them for their employers during their first year of employment. The External evaluation also includes the inspection of an Advisory Committee which consists of state department of education personnel, local administrators and teachers and university personnel. The Advisory Council assists the program director in extending evaluation strategies and modifying course requirements to insure the graduates' maintenance of the competencies required in an area undergoing constant change and development.

10. PRODUCTS:

The following teaching units have been developed for dissemination:

Marriage and Family Living Education
Engaging in Civic Activities
Buying and Preparing Foods
Buying and Making Clothes
Personal Needs
Community Mobility
Managing Family Finances
Acquiring Self Confidence
Communicating Adequately With Others
Seeking, Securing, and Maintaining Satisfactory Employment
Exhibiting Appropriate Work Behaviors
Developing Necessary Physical-Manual Skills and Tolerances

11. DESCRIPTORS:

Prevocational Teachers
Career Coordinators
Mildly Handicapped

12. Table (Projects for Conducting Training)

1	2	3	4	5	6	7	8	9	10
# of participants		as trainers	hours trained	level	topics	instructional techniques	settings	disabilities	specific conditions
NA	Administrators/ Supervisors			5	1,2,3, 4,5,6, 7,8,9, 10,11	2,6,7, 8,9	1,3	1,3,4	
	Paraprofessionals								
NA	Resource Teachers			4	1,2,3, 4,5,6, 7,8,9, 11	2,4,6, 7,8,9	1,3	1,3,4	
	Consulting Teachers								
NA	Special Class Teachers			4	1,2,3, 4,5,6, 7,8,9, 11	2,4,6, 7,8,9	1,3	1,3,4	
	Regular Education Teachers								
	Clinicians/Therapists								
	Volunteers								
	Parents								
	Physical Educators								
	Psychologists								
	Counselors								
	Music or Fine Arts Teachers								
	School Boards								
	Combinations or Teams of Above								

Georgia

ABSTRACT

1. PROJECT NUMBER: 451 CH 90548

2. TITLE: Preparation of Personnel for Education of the Handicapped.

3. SPONSORING AGENCY: IHE

4. GRANT NUMBER: G007901229

5. CONTACT PERSON: Dr. Bill E. Weaver
Georgia Southern College
Statesboro, Georgia 30458
(912) 681-5596

6. DESCRIPTION: This project intends to prepare regular education, vocational education teachers to have an understanding of the characteristics of Mental Retardation (MR), Learning Disabled (LD), and Behavior Disordered (BD) children, and methods appropriate to work with the above categories, and measurement techniques to use in the assessment of these categories of exceptional children. In addition, the project intends to prepare teachers of exceptional children in the categorical areas of MR, LD and BD to have a basic understanding of vocational education and the methods of exceptional children. The teachers are prepared by allowing a vocational education teacher pursuing a M.Ed. in Vocational Education to insert 1, 2 or 3 vocational education courses in his M.Ed. Program with the advice and consent of his adviser. These fees for the courses are paid for from the grant. The teacher in special education are prepared by allowing them to insert 1, 2 or 3 courses in vocational education in their M.Ed. degree program with the advice and consent of their adviser, and these three courses are paid for by the grant.

7. MAJOR OBJECTIVES:

a. To increase among regular vocational education teachers positive attitudes towards exceptional children and knowledge of different handicapping conditions and methods of assessment and teaching of exceptional children
b. To increase among special education teachers a better understanding of methods of vocational education among exceptional children.
c. To increase among special education teachers a better understanding of problems of regular vocational education teachers having exceptional children in their classroom, and to promote a more harmonious atmosphere with regular education teachers.

8. DISSEMINATION:

Dissemination activities include direct observation of results of intervention.

9. EVALUATION:

Evaluations are included in the measurement of the objectives as listed in the major objectives.

10. PRODUCTS:

Staff is in the process of constructing measurement instruments to measure major objectives.

11. DESCRIPTORS:

Teacher Preparation
Education of the handicapped
Special Education

12. Table (Projects for Conducting Training)

1	2	3	4	5	6	7	8	9	10
# of participants		as trainers	hours trained	level	topics	instructional techniques	settings	disabilities	specific conditions
	Administrators/ Supervisors								
	Paraprofessionals								
	Resource Teachers								
	Consulting Teachers								
25	Special Class Teachers		60+	1,2,3, 4,5	1,2,3, 4,5,6, 7,8,9, 10,11	2,8,9	3,4	11	3,4
15	Regular Education Teachers		60+	4,5	1,2,3, 4,5,6, 7,8,9, 10,11	2,8,9	3,4	11	3,4
	Clinicians/Therapists								
	Volunteers								
	Parents								
	Physical Educators								
	Psychologists								
	Counselors								
	Music or Fine Arts Teachers								
	School Boards								
	Combinations or Teams of Above								

Idaho

ABSTRACT

1. PROJECT NUMBER: 451 AH 81213

2. TITLE: Graduate Teacher Education: Special Education with Emphasis in Early Childhood and Vocational Education.

3. SPONSORING AGENCY: IHE

4. GRANT NUMBER: G007701070

5. CONTACT PERSON: Dr. A. Lee Parks
Department of Special Education
University of Idaho
Moscow, Idaho 83843
(208) 885-6159

6. DESCRIPTION: The purpose of this graduate teacher training program is to prepare special educators in Idaho to work with handicapped adolescents in programs that have a vocational component. The project has developed a core of basic courses from both the Special and Vocational Education Departments. The attempt has been to develop a competency-based program.

7. MAJOR OBJECTIVES:

   a. To meet the needs of handicapped by providing appropriately trained secondary teachers in Special Education with vocational education/vocational rehabilitation skills.
   b. To use existing University facilities and local agencies in a cooperative effort to solve the above problem.
   c. To implement a competency-based teacher training program in the area of vocational education for the handicapped which can be duplicated by other training facilities.
   d. To provide impetus for modified certification standards in vocational and special needs teachers.

8. DISSEMINATION:

   Dissemination will be accomplished in the following ways: communication with LEA Special Education Directors in formal and informal meetings, working paper series circulation in Idaho, and presentations at Idaho conferences.

9. EVALUATION:

Evaluation is through attaining objectives, and meeting projected time lines.

10. PRODUCTS:

The products will include a developed graduate study program, competency-based core of courses, and competency check lists for knowledge and skills in Special Education/Vocation Education.

11. DESCRIPTORS:

Vocation Education
Special Education
Secondary Special Education

12. Table (Projects for Conducting Training)

1	2	3	4	5	6	7	8	9	10
# of participants		as trainers	hours trained	level	topics	instructional techniques	settings	disabilities	specific conditions
	Administrators/ Supervisors								
	Paraprofessionals								
5	Resource Teachers		450	1,2,3, 4,5	1,2,3, 5,6,7, 8,11*	2,6,9	3	11	4
	Consulting Teachers								
5	Special Class Teachers		450	1,2,3, 4,5	1,2,3, 5,6,7, 8,11*	2,6,9	3	11	4
	Regular Education Teachers								
	Clinicians/Therapists								
	Volunteers								
	Parents								
	Physical Educators								
	Psychologists								
	Counselors								
	Music or Fine Arts Teachers								
	School Boards								
	Combinations or Teams of Above								

*Early childhood

Illinois

ABSTRACT

1. PROJECT NUMBER: 451 CH 90812

2. TITLE: Vocational Education for the Handicapped

3. SPONSORING AGENCY: IHE

4. GRANT NUMBER: G007901012

5. CONTACT PERSON:

Dr. Frank R. Rusch
Department of Special Education
University of Illinois
288 Education Building
Urbana, Illinois 61801
(217) 333-0260

6. DESCRIPTION: The goal of the VEH program is consistent with the primary goal of the Vocational Rehabilitation Act of 1973 - to make it maximally possible for handicapped individuals to enter into productive employment when and where possible. Here, productive employment is defined as employment in industry earning at, or better than, a minimum wage. The VEH program is competency based and requires students, to enroll in two practica; one in a residential setting, one in a vocational setting.

7. MAJOR OBJECTIVES:

   a. To train 4-6 vocational educators each year to supervise and provide for the training and placement of moderately/severely handicapped adolescents and/or adults.

8. DISSEMINATION:

   The project is presented to local, state, regional and national audiences. Additionally, information regarding the VEH program is sent to over 1,000 persons a year.

9. EVALUATION:

   The Department of Special Education at the University of Illinois has a formal program evaluation component. This component has three major foci: 1) validation of standards upon which the program is based, i.e., role descriptions and performance criteria, 2) monitoring of student progress within the program (process evaluation), and 3) follow-up of program graduates (summative evaluation).

10. PRODUCTS:

    The program has, upon request, a program description manual.

11. DESCRIPTORS:

Moderately/Severely Handicapped
Teacher Training
Vocational Training and Placement
Adolescents and adults

12. Table (Projects for Conducting Training)

1	2	3	4	5	6	7	8	9	10
# of participants		as trainers	hours trained	level	topics	instructional techniques	settings	disabilities	specific conditions
	Administrators/ Supervisors								
1	Paraprofessionals		600	5	11	2,4,5,9	1,3	2,4,5	5
	Resource Teachers								
	Consulting Teachers								
3	Special Class Teachers								
	Regular Education Teachers								
	Clinicians/Therapists								
	Volunteers								
	Parents								
	Physical Educators								
	Psychologists								
	Counselors	1	600	5	11	2,4,5,9	1,3	2,4,5	4
	Music or Fine Arts Teachers								
	School Boards								
	Combinations or Teams of Above								

1. vocational educator, specialist, trainer

Illinois

ABSTRACT

1. PROJECT NUMBER: 451 DH 90104

2. TITLE: Workshops for Inservice Training of High School Guidance Personnel Serving Physically Disabled Students

3. SPONSORING AGENCY: Other - private non-profit educational research organization

4. GRANT NUMBER: G007900917

5. CONTACT PERSON:
Dr. Claire Olson Szoke
Technical Education Research Center/ Midwest
P. O. Box 2513, Station A
Champaign, Illinois 61820
(217) 352-6619

6. DESCRIPTION: The goal of the project is to enhance the delivery of guidance and counseling services to physically disabled secondary school students (those with visual and hearing impairments, neurological/orthopedic disabilities, and chronic health conditions) through inservice training of key state and local guidance personnel. The vehicle for this training will be a series of two-day workshops, the focus of which will be an awareness-orientation approach emphasizing resources and strategies (a) to aid guidance personnel in meeting the educational planning, career development, and psychosocial counseling needs of disabled students and (b) to assist participants in subsequently promoting inservice/continuing education programs at the regional and local level regarding the role of school guidance personnel in implementing P.L. 94-142. The training will be conducted by a core team of consultants who are specialists in inservice training and the guidance and counseling needs of disabled adolescents. In addition, physically disabled individuals will serve as presenters/facilitators for sensitivity training activities at each workshop. The project will span a three-year period (1979 to 1982) with a minimum of four workshops to be held each year.

7. MAJOR OBJECTIVES:

   a. To provide inservice training of key state and local guidance personnel regarding the specialized resources and procedures necessary for serving the student who is handicapped by his/her disability.
   b. To inform state level planners (those responsible for implementing the P.L. 94-142 mandate on personnel preparation) of the need for inservice training of guidance personnel, the type of training necessary, and methods for providing the training.

c. To provide a forum wherein guidance counselors, state department of education staff, and representatives of disabled service organizations in every state can meet to plan for further inservice training of guidance personnel in the state.

8. DISSEMINATION

The project is national in scope and the series of regional workshops will be open to participants from all 50 states and Puerto Rico. Workshop participation will be elicited through announcements in guidance publications, contact with personnel in state educational agencies and state and national divisions of the American Personnel and Guidance Association, and direct mailings to secondary level guidance personnel.

9. EVALUATION:

Instruments eliciting both short-term assessment of each workshop and more long-term results will be developed by the project staff. Participants will be asked to evaluate individual workshop sessions (Instrument A). In addition, a session at each workshop will be devoted to the development of individual action plans regarding each participant's anticipated use of strategies/materials presented at the workshops and his/her leadership role in promoting inservice training/technical assistance efforts at the local level. Participants subsequently will be queried by mail inventory (Instrument B) as to degree to which he/she has used strategies and resources presented at the workshop, extent of implementation of the proposed action plan, obstacles encuntered, and technical assistance desired from project staff/consultants or state/regional resources. Results of both the short-term and more long-term evaluation instruments will be used by project staff to modify, as deemed necessary, subsequent workshops.

10. PRODUCTS:

None.

11. DESCRIPTORS:

workshops
physically disabled students
secondary level
counselors/guidance services personnel
guidance and counseling
career guidance
resources

12. Table (Projects for Conducting Training)

103

1	2	3	4	5	6	7	8	9	10
# of participants		as trainers	hours trained	level	topics	instructional techniques	settings	disabilities	specific conditions
x	Administrators/ Supervisors								
	Paraprofessionals								
	Resource Teachers								
	Consulting Teachers								
	Special Class Teachers								
	Regular Education Teachers								
x	Clinicians/Therapists								
	Volunteers								
	Parents								
	Physical Educators								
x	Psychologists								
x	Counselors								
	Music or Fine Arts Teachers								
	School Boards								
	Combinations or Teams of Above		16	3,4, 5	1,2,3, 4,8,9, 10, 11	1	6	6,8,9	
*800 (first year)							convention centers		

112

*Other
University counselor educators
Officers of state chapters of American Personnel and Guidance Association
State Department of Education personnel (i.e., personnel preparation, special education, vocational education, guidance services)
Representatives from State Department of Vocational Rehabilitation
Representative of service organizations of and for disabled persons

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*Partcipants will be state and local level "gate openers" who in turn will be instrumental in promoting/organizing inservice programs for local school guidance personnel.

Indiana

ABSTRACT

1. PROJECT NUMBER: 451 CH 90103

2. TITLE: Comprehensive Vocational Education for All Handicapped Persons: Preparing Vocational Teachers, Special Education Teachers, and Employers to Use a Combined and Coordinated Approach in the Training and Employment Placement of Handicapped Students.

3. SPONSORING AGENCY: IHE

4. GRANT NUMBER: G007901293

5. CONTACT PERSON: Dr. Thomas C. Cooke
Department of Vocational Education
Purdue University
South Campus Courts, Building F
West Lafayette, Indiana 47907
(317) 494-8591

6. DESCRIPTION: A three-year project designed to involve local vocational and special education personnel with local employers. Summer workshops at the university will train local educators to plan and implement local workshops for employers.

7. MAJOR OBJECTIVES:

   a. To provide research data concerning employer and teacher attitudes, competencies, and practices.
   b. To provide workshops for special and vocational educators and employers.
   c. To develop a system of communication through which employers and schools will be informed of problems, successes, needs, and resources.
   d. To increase sensitivity and awareness of the training and employment issues concerning handicapped students.

8. DISSEMINATION:

   A final report will be produced and forwarded each year to the appropriate ERIC clearing houses when approved by the BEH project officers. Members of the project committee will author articles describing various aspects of the project. Program time at state and national meetings of appropriate organizations will be actively sought for the purpose of providing information concerning the project.

9. EVALUATION:

Attitudinal assessment data showing differences between pre-exposure and post-exposure attitudes toward handicapped persons will help to evaluate the significance of the project effort. Follow-up questionnaires from participating employers will aid in evaluating the effectiveness of employer workshops. Follow-up questionnaires from participating special educator/vocational educator teams will aid in evaluating the university provided workshops. Consultants will be utilized in the summative evaluation.

10. PRODUCTS:

The project will provide three major projects: a model for a state-wide program which will provide comprehensive career/vocational education for special needs students as a combined effort of special and vocational educators and employers, attitudinal scales for assessing teacher and employer attitudes toward handicapped persons, competency domains and clusters synthesized from existing research of competencies for vocational teachers working with special needs students, identified vocational evaluator competencies, and report of employer personnel needs and practices in Indiana.

11. DESCRIPTORS:

Field-based
Mainstreaming
Assessment

12. Table (Projects for Conducting Training)

1	2	3	4	5	6	7	8	9	10
# of participants		as trainers	hours trained	level	topics	instructional techniques	settings	disabilities	specific conditions
	Administrators/ Supervisors								
	Paraprofessionals								
	Resource Teachers								
	Consulting Teachers								
4	Special Class Teachers	X	288	4	11	1	3	11	
4	Regular Education Teachers	X	288	4	11	1	3	11	
	Clinicians/Therapists								
40	Volunteers (Employers)		1,280	4	11	1	1	11	
	Parents								
	Physical Educators								
	Psychologists								
	Counselors								
	Music or Fine Arts Teachers								
	School Boards								
	Combinations or Teams of Above								

Indiana

ABSTRACT

1. PROJECT NUMBER: 451 CH 90804

2. TITLE: Ball State University Personnel Preparation Project.

3. SPONSORING AGENCY: IHE

4. GRANT NUMBER: G007901263

5. CONTACT PERSON: Dale L. Lawver, Chairperson
Department of Special Education
Ball State University
Muncie, Indiana 47304
(317) 285-6771

6. DESCRIPTION: The project is designed to provide Preservice Training for Preparing Vocational Coordinators of Special Needs/ Handicapped Programs.

7. MAJOR OBJECTIVES:

   a. Train Vocational Educators/Special Educators to Plan and Implement Vocational/Career Programs for Special Needs/ Handicapped Youth and Adults.
   b. Provide Model Program for Licensure of Vocational Coordinators of Special Needs/Handicapped Programs.

8. DISSEMINATION:

   The project intends dissemination through Workshops and SEA Vocational Educational Newsletter.

9. EVALUATION:

Evaluation is based upon: employability of graduates, type of positions filled, LEA's feedback on trainees' functioning in system after three months and after nine months, and score on Pre-Graduation Competency Exam.

10. PRODUCTS:

None.

11. DESCRIPTORS:

Pre-Service Training
Vocational Coordinators
Handicapped

12. Table (Projects for Conducting Training)

1	2	3	4	5	6	7	8	9	10
	# of participants	as trainers	hours trained	level	topics	instructional techniques	settings	disabilities	specific conditions
	Administrators/ Supervisors								
	Paraprofessionals								
	Resource Teachers								
	Consulting Teachers								
	Special Class Teachers								
	Regular Education Teachers								
	Clinicians/Therapists								
	Volunteers								
	Parents								
	Physical Educators								
	Psychologists								
*	Counselors (vocational)	5	full-time GA's	4	11	6,9	3,6	11	3,4
	Music or Fine Arts Teachers								
	School Boards								
	Combinations or Teams of Above								

Indiana

ABSTRACT

1. PROJECT NUMBER: 451 CH 90124

2. TITLE: Program Assistance Grant: Master's Specialist and Doctoral Training Programs.

3. SPONSORING AGENCY: IHE

4. GRANT NUMBER: G007901566

5. CONTACT PERSON: Dr. Patricia L. Sitlington
Smith Research Center, Rm. 150
2805 East 10th Street
Bloomington, Indiana 47405
(812) 337-5847

6. DESCRIPTION: This project is designed to train personnel to work with mildly and moderately handicapped adolescents in the least restrictive environment. These trainees will fulfill roles as itinerant, resource, and self-contained special education teachers (with a strong emphasis in career education programming) or as vocational special needs personnel. Students will receive training through a master's or graduate level certification program and will emphasize either the classroom teacher or vocational special needs component in their elective coursework and practicum. Integration of secondary career/vocational programming content into the existing undergraduate training program is also planned. The target population of this program is teachers currently in the public schools. In order to reach this population, the majority of the master's coursework will be offered in the Indianpolis area. Activities of this project are closely linked with those of a state vocational special needs grant in the Indiana University Vocational Education Department. One of the aims of both projects is to develop a vocational special needs training component at the master's level in which both vocational and special education trainees can enroll as part of their master's level preparation.

7. MAJOR OBJECTIVES:

   a. To train students who will be capable of articulating and documenting the current trends and issues in special education and characteristics of adolescent handicapped students.
   b. To train students to assess and individualize instructional programs.
   c. To train students to manage behavior.
   d. To train students in consultation skills.
   e. To train teachers capable of providing vocational programming/career planning for handicapped adolescents.

8. DISSEMINATION:

The immediate target population for the program is the service area of Indiana University which includes areas surrounding Bloomington as well as the Indianapolis metropolitan area. The program, however, will be open to all qualified Indiana residents as well as applicants from outside the state.

Dissemination activities will be geared to the IU service area, as well as state and national audiences. Such activities will include publication of an informational brochure on the program, presentations at state and national conventions, and writing of journal articles on the program model and content to be developed.

9. EVALUATION:

A responsive evaluation model will be utilized as formative and summative evaluation data will be collected to ensure that the program remains responsive to client needs and changes in the field. The primary focus of the evaluation process will be collection of information re: (a) the adequacy of coursework competencies; (b) the attainment of competencies by students; (c) the job performance of graduates of the program; and (d) the impact of the training program on university and community programs and agencies.

10. PRODUCTS:

The major product of this project will be a program model and competencies geared to the needs of Indiana University trainees, which may be adapted to other university settings.

11. DESCRIPTORS:

Career/Vocational Programming
Assessment
Individual Educational Management
Behavior Management
Consultation Skills
Field-Based Programming

12. Table (Projects for Conducting Training)

1	2	3	4	5	6	7	8	9	10
# of participants		as trainers	hours trained	level	topics	instructional techniques	settings	disabilities	specific conditions
	Administrators/ Supervisors								
	Paraprofessionals								
*	Resource Teachers		**	3,4	all	2,5,6,7,8,9	1,3	1,3,4	
*	Consulting Teachers		**	3,4	all	2,5,6,7,8,9	1,3	1,3,4	
*	Special Class Teachers		**	3,4	all	2,5,6,7,8,9	1,3	1,3,4	
	Regular Education Teachers								
	Clinicians/Therapists								
	Volunteers								
	Parents								
	Physical Educators								
	Psychologists								
	Counselors								
	Music or Fine Arts Teachers								
	School Boards								
	Combinations or Teams of Above								

*This is the developmental year of the training program. Although there are eight students currently enrolled in the first pilot course, there are no official program participants.

**Graduate certification program is 24 credit hours. Master's program is 36 credit hours.

Iowa

ABSTRACT

1. PROJECT NUMBER: 451 AH 90321

2. TITLE: Career/Vocational Education for the Moderately Mentally Disabled in the Secondary Curriculum.

3. SPONSORING AGENCY: SEA

4. GRANT NUMBER: G007701439

5. CONTACT PERSON: Merry Maitre, Consultant
Iowa Department of Public Instruction
Special Education Division
Grimes State Office Building
Des Moines, Iowa 50319
(515) 281-3176

6. DESCRIPTION: This institute is designed to continue updating the awareness level of school personnel responsible for serving the moderately mentally disabled student pertaining to curriculum; assessment material and methods; exemplary program models; and accreditation procedures for habilitation facilities. It is not the purpose of this institute to provide in-depth inservice training. The SEA is currently utilizing special needs resources to establish and develop ongoing in-depth summer workshops offered to participants for professional credit and growth in the area of career/vocational training. Participants to this institute will receive instructions and materials on the process of utilizing supportive program funds on Teacher Aide Programming (TAP), Employer School Program (ESP), and Improving Career Education (ICE) packets. Resource persons for the two days will be National Association of Retarded Citizens, Project OJT; Creditation Association of Rehabilitation Facilities Representatives; and Vocational Rehabilitation representatives. Providing the resource persons facilitates panel presentations on new information which the participants need to be effective but also provides input to resource persons as to the participants' concerns in providing vocational programming in the school and extended community.

7. MAJOR OBJECTIVES:

a. To provide participants with current data and information on vocational program thrusts in Iowa based on identified population.
b. To provide participants with an opportunity to interact and have questions answered by facilitators.
c. To identify funding resources and provide instructions on how to apply for funds.
d. To display and explain new materials and programs.
e. To record participants' concerns and questions for future direction for SEA personnel.

8. DISSEMINATION:

Sessions will be provided by persons representing CARF, Special Needs Personnel, Vocational Rehabilitation Services, NARC-O.J.T., Special Education, and Child Labor Bureau. These persons are specialists in their particular area.

The two-day session is informational in nature but requires interpretation and opportunity for persons responsible for implementation to have their questions answered.

9. EVALUATION:

Not available.

10. PRODUCTS:

The project will provide post institute package of summaries of sessions, curriculum materials and resources, and community resource information.

11. DESCRIPTORS:

Resource
Consultative
Training
Models
Technical Assistance

12. Table (Projects for Conducting Training)

1	2	3	4	5	6	7	8	9	10
# of participants		as trainers	hours trained	level	topics	instructional techniques	settings	disabilities	specific conditions
15	Administrators/ Supervisors		30	4	3,4,5, 10,11	1,3,4,8	3	1,2,4	3
	Paraprofessionals								
	Resource Teachers								
	Consulting Teachers								
	Special Class Teachers								
	Regular Education Teachers								
	Clinicians/Therapists								
	Volunteers								
	Parents								
	Physical Educators								
	Psychologists								
	Counselors								
	Music or Fine Arts Teachers								
	School Boards								
30	Combinations or Teams of Above			4	3,4,5, 10,11	1,3,4,8	3	1,2,4	3
30	Work Experience Instructors			4	3,4,5, 10,11	1,3,4,8	3	1,2,4	3
15	Facility Directors		30		3,4,5, 10,11	1,3,4,8	3	1,2,4	3

Iowa

ABSTRACT

1. PROJECT NUMBER: 451 AH 90321

2. TITLE: Secondary Programming for Handicapped Students in Iowa

3. SPONSORING AGENCY: SEA and IHE

4. GRANT NUMBER: G007701439

5. CONTACT PERSON: Merry Maitre, Consultant
Iowa Department of Public Instruction
Special Education Division
Grimes State Office Building
Des Moines, Iowa 50319
(515) 281-3176

6. DESCRIPTION: The institute will be problem solving by design. Those persons requested to attend the institute will be individuals who have responsibility for facilitating change. They will be: secondary work experience instructors, secondary special and general education teachers, university personnel, vocational rehabilitation counselors, supervisors, area community college personnel, consultants, principals, and social service workers. The combined portions will focus on pupils with mental disabilities, learning disabilities, or emotional disabilities or any combination thereof. There will be a variety of experiences and expertise in this diversified group of professionals. There will also be representation from area education agencies that have well developed secondary programs and other education agencies that do not. By facilitating the group with individuals who have expertise and have exhibited leadership in the area of secondary programming and community development, it is hoped that cooperative working plans can be developed and established with written goals submitted for further activities before leaving the institute. The SSI is based on data collected since the implementation of the Rules of Special Education in 1975, on-site evaluations to the AEA's, informal assessment of consultants, work experience instructors, university personnel, private providers, institution personnel, general educators, principals and special educators. A five-day institute is proposed. It will be requested that there be team participants from each of the 15 area education agencies consisting of multiple team membership.

7. MAJOR OBJECTIVES:

a. To assess the status of secondary programs for the handicapped. This information will be shared by data compiled by the Department and information available from area education agencies.
b. To identify the strengths and weaknesses of present secondary programs for the mild/moderate/severely handicapped.

c. To present exemplary secondary programs available within the state or from outside the state.
d. To describe the sequence of curriculum activities necessary to provide: Appropriate academic education, stages of activities that support work experience education, ongoing assessment, monitoring, and recording of pupil progress, and identify general education programs that facilitate and encourage integration.
e. To identify resources (personnel and funding) that are needed to provide appropriate secondary programming on campus and off campus to all pupils in any disability area.

8. DISSEMINATION:

The SSI will provide initial data of handicapped students in Iowa and models of exemplary programs by individuals who will also be institute facilitators.

Each AEA will have a team who will work as a group throughout the institute.

University personnel will be participants at the institute to gather data for university needs and knowledge of the direction the area education agencies take as an outcome of the institute.

The SSI will be problem-solving by design. Those persons requested to attend the institute will be individuals that have responsibility for facilitating change.

Each area education team will be led through a process that will assist them in defining the resources in their AEA and designing a strategy for organizing better use of them.

Follow-Up Inservice. The identified group leaders will be brought in for a follow-up after six months. This will facilitate continued support to each unit and will give the SEA consultants for mental, learning and emotional disabilities opportunity to inservice those individuals as to specific disability concerns and other concerns.

9. EVALUATION:

Not available.

10. PRODUCTS:
Materials and products generated because of the SSI and materials/products distributed by presentors.

11. DESCRIPTORS:

Resource
Consultative
Training
Models
Technical Assistance

12. Table (Projects for Conducting Training)

1	2	3	4	5	6	7	8	9	10
# of participants		as trainers	hours trained	level	topics	instructional techniques	settings	disabilities	specific conditions
15	Administrators/ Supervisors		30	4	3,4,5, 10,11	1,3,4,8	3	1,2,4	3
	Paraprofessionals								
	Resource Teachers								
	Consulting Teachers								
	Special Class Teachers								
	Regular Education Teachers								
	Clinicians/Therapists								
	Volunteers								
	Parents								
	Physical Educators								
	Psychologists								
	Counselors								
	Music or Fine Arts Teachers								
	School Boards								
125	Combinations or Teams of Above		30	4	3,4,5, 10,11	1,3,4,8	3	1,2,4	3
50	WEIs		30	4	3,4,5, 10,11	1,3,4,8	3	1,2,4	3

Iowa

ABSTRACT

1. PROJECT NUMBER: 451 AH 90236

2. TITLE: Program Assistance Grant: Special Education Personnel Preparation Project.

3. SPONSORING AGENCY: IHE

4. GRANT NUMBER: G007701440

5. CONTACT PERSON: Paul M. Retish
Division of Special Education
The University of Iowa
626 Jefferson Building
Iowa City, Iowa 52242
(319) 353-5836

6. DESCRIPTION: The intention of the project is to train students to work as work-study teachers in settings that are career and vocationally oriented. The program encompasses undergraduate and graduate students through the Ed.S. level. Training consists of classes in etiology and exceptionalities, practicums with varieties of learners and OJT situations.

7. MAJOR OBJECTIVES:

   a. To certify students to teach at the secondary special education level.
   b. To do a comprehensive job analysis for placement of students on a job.
   c. To have awareness of world of work and job opportunities for exceptional learners.
   d. To be skilled in communicating with students, parents, employers and support agencies.

8. DISSEMINATION:

   The project intends three levels of dissemination: graduates of program will disseminate due to varieties of positions taken, brochure developed and distributed that publicizes programs, and research activities conducted by contact person are an integral part of the training program and include dissemination of objectives of our program, i.e., Generic Training in Special Education - speech at LSU, Baton Rouge, 2/15/80.

9. EVALUATION:

Follow up on all graduates as to training, additional perspectives and quality of instruction used. Hiring of graduates is followed on a yearly basis. State-wide evaluation of program conducted by representatives of all consumer groups.

10. PRODUCTS:

The project will develop brochures.

11. DESCRIPTORS:

Teachers
Consultants
Work Study Coordinators
Work Experience Instructors

12. Table (Projects for Conducting Training)

1	2	3	4	5	6	7	8	9	10
# of participants		as trainers	hours trained	level	topics	instructional techniques	settings	disabilities	specific conditions
	Administrators/ Supervisors								
	Paraprofessionals								
	Resource Teachers								
5	Consulting Teachers		275	4-5	1-12	all	1,3,4,5	1,11	all
15	Special Class Teachers		525	4	1-12	all	1,3,4	1,11	all
	Regular Education Teachers								
	Clinicians/Therapists								
	Volunteers								
	Parents								
	Physical Educators								
	Psychologists								
20	Counselors		10	1-4	1-12	all	1,3,4	1,11	all
	Music or Fine Arts Teachers								
	School Boards								
	Combinations or Teams of Above								

Iowa

ABSTRACT

1. PROJECT NUMBER: 451 AH 90308

2. TITLE: Program Assistance Grant: University of Northern Iowa Special Education Program.

3. SPONSORING AGENCY: IHE

4. GRANT NUMBER: G007701454

5. CONTACT PERSON: Marion R. Thompson
Department of Special Education
University of Northern Iowa
Cedar Falls, Iowa 50613
(319) 273-2569

6. DESCRIPTION: A multicategorical, performance based training program which prepares professional personnel for working with the handicapped. Teachers and other special education personnel are prepared to work with the profoundly and severely handicapped, mentally retarded, emotionally maladjusted, and learning disabled at the elementary and secondary levels.

7. MAJOR OBJECTIVES:

   a. To develop and implement training performance competencies for teachers of multicategorical severely and profoundly handicapped.
   b. To develop and implement training performance competencies for secondary level vocational-career education teachers.
   c. To develop and implement training performance competencies for interdisciplinary skills of elementary and secondary teachers with multicategorical handicapped students.

8. DISSEMINATION:

The project intends to provide dissemination at local, state, regional and national levels. Activities include on-site visitation, demonstration and consultation; presentations at state, regional and national meetings; progress reports; inservice presentations; and publications in professional journals.

9. EVALUATION:

Discrepency model evaluation of attained objectives and sub-objectives by teachers participating and completing the program and their employers.

10. PRODUCTS:

The project provides a model for performance based multi-categorical teacher training. Program design and descriptions are available.

11. DESCRIPTORS:

Teacher Training
Multicategorical
Performance Based Teacher Training
Severely/Profoundly Handicapped
Secondary Vocational-Career Education
Interdisciplinary

12. Table (Projects for Conducting Training)

1	2	3	4	5	6	7	8	9	10
# of participants		as trainers	semester hours trained	level	topics	instructional techniques	settings	disabilities	specific conditions
	Administrators/ Supervisors								
	Paraprofessionals								
200	Resource Teachers		6,000	1,2, 3,4	1,2,4, 5,6,7, 8,11	2,6,9	1,3	1,2,3,4	3
15	Consulting Teachers		145	2,3, 4,5	1,2,4, 5,6,7, 8,11	2,6,9	1,3	1,2,3,4	3
100	Special Class Teachers		3,000	1,2, 3,4	1,2,4, 5,6,7, 8,11	2,6,9	1,3	1,2,3,4	3
25	Regular Education Teachers		100	1,2,3	1,2,3, 5,6	1,2,4	1,3	1,3,4	3
	Clinicians/Therapists								
	Volunteers								
	Parents								
	Physical Educators								
	Psychologists								
	Counselors								
	Music or Fine Arts Teachers								
	School Boards								
	Combinations or Teams of Above								

Kansas

ABSTRACT

1. PROJECT NUMBER: 451 CH 91205

2. TITLE: Program Assistance Grant: Preservice Preparation of Vocational/Career Support Personnel for Sparsely Populated Regions.

3. SPONSORING AGENCY: IHE

4. GRANT NUMBER: G007900826

5. CONTACT PERSON: Dr. A. Elaine Beason
Special Education Program
Fort Hays State University
Hays, Kansas 67601
(913) 628-5851

6. DESCRIPTION: The primary purpose of this program is to prepare personnel to establish career/vocational education and training for the handicapped in public and special purpose schools. Graduates of the program are prepared to develop, implement, and coordinate a program that involves community employers, regular/special/vocational educators, agency personnel, handicapped students and their parents. The program is oriented toward a task analysis approach in the collection and assessment of requirements relative to adult living goals and specific jobs within a geographical or employment community. These requirements are used as the basis of exceptional student skill evaluation, vocational training curriculum, and pre-vocational curriculum. Additionally, task analysis is applied to regular and vocational education curriculum to assist in adaptations and alterations in meeting individual student needs. Thus, students in this program are taught observational, collectional, analytical, synthetical, instructional, and coordinational skills that are used to develop and implement career/vocational education and training for the handicapped.

7. MAJOR OBJECTIVES:

   a. To prepare handicapped individuals for employment ranging from competitive work in local job market to more supervised work settings.
   b. To prepare handicapped individuals to live as independently as possible.
   c. To coordinate service among general and special educators, other support personnel, state service and rehabilitation agencies, community employers, and future employees.
   d. To establish scope and sequence in secondary level special education/vocational education curriculum.

e. To establish an educational/training program that would minimize the need for additional social/vocational post-graduation services for handicapped individuals.
f. To assist community employers in meeting federal regulations.

8. DISSEMINATION:

The project has specified eight target audiences to receive dissemination information and/or materials. They are secondary level special educators, vocational educators, regular classroom educators, community and state agency personnel, community employers, local special education directors, parents of handicapped students, and secondary level handicapped students.

Dissemination activities include program presentations (local, state, national), annual conference, quarterly newsletter, publication of conference papers, individual conferences with community employers, students and parents, program development with all school personnel.

9. EVALUATION:

The evaluation component addresses four major concerns through the use of evaluation questions.

Evaluation Concerns:

(1) Adequacy of practicum management
(2) Student practicum performance
(3) Program Impact
(4) Performance of graduates on-the-job.

Eight instruments have been developed to answer the evaluation questions and address concerns.

10. PRODUCTS:

The project will provide a model for program development and implementation of career/vocational education and training for handicapped students, immediate and continuous supervision by university personnel of public and special purpose school personnel in their endeavors to meet program objectives, and Beason, Elaine (ed.), Directions Toward Career/ Vocational Education. Papers presented at Annual Conference in Special Education, November, 1979, Fort Hays State University, Hays, Kansas.

11. DESCRIPTORS:

Secondary Level Special Education
Career Education
Vocational Education
Special Needs Students
Job Analysis
Community Skills Analysis

12. Table (Projects for Conducting Training)

1	2	3	4	5	6	7	8	9	10
# of participants		as trainers	hours trained	level	topics	instructional techniques	settings	disabilities	specific conditions
	Administrators/ Supervisors								
	Paraprofessionals								
3	Resource Teachers		36 credit hrs.	3 (H.S.)	11	2,3,4,6,9	*1,3	11	3
	Consulting Teachers								
4	Special Class Teachers		36 credit hrs.	4 (H.S.)	11	2,3,4,6,9	*1,3	11	3
	Regular Education Teachers								
	Clinicians/Therapists								
	Volunteers								
	Parents								
	Physical Educators								
	Psychologists								
	Counselors								
	Music or Fine Arts Teachers								
	School Boards								
	Combinations or Teams of Above								

*home, community, community employment sources

Kansas

ABSTRACT

1. PROJECT NUMBER: 451 CH 81178

2. TITLE: Regular Education Inservice: Comprehensive Vocational Education for All Handicapped Persons - Training Educators to Design, Develop, and Deliver Inservice Education.

3. SPONSORING AGENCY: IHE

4. GRANT NUMBER: G007901388

5. CONTACT PERSON: Kathleen Bolland
Project Coordinator
Continuing Education Bldg., Annex C
University of Kansas
Lawrence, Kansas 66045
(913) 864-3381

6. DESCRIPTION: TEDDDIE is divided into three operational phases: Planning, Implementation, and Outreach. Upon completion of the Planning Phase midway through the first year, five teams of vocational and special education teachers will be trained in curriculum development, i.e., to assess the staff development needs in their home districts, and to coordinate and evaluate on-going district-level staff development programs (Implementation Phase). The five original LEA teams will then replicate the training they received by conducting that training with other teams from three LEAs in each of their regional areas (Outreach). The original LEA teams will be trained at the Salina (Kansas) Area Educational Resource Center and University of Kansas. Each training session will be followed by on-site technical assistance to the teams from Project staff members. Regional LEA teams will receive initial training in the home district of the original LEA team located in that region. Subsequent follow-up training will be conducted in each regional LEA. All LEA teams will: (a) conduct a needs assessment among their career/vocational and special education peers; (b) interpret the results and specify their local district needs; (c) write objectives for staff development activities and validate these objectives with their peers; (d) design staff development packages; and, (e) deliver and evaluate these staff development packages.

7. MAJOR OBJECTIVES:

   a. To train teams of vocational and special education teachers in a curriculum development model to design and deliver staff development programs to meet the specific needs of their districts in the area of career/vocational education for the handicapped.

b. To enable, through interagency cooperation, teams of vocational and special education teachers to train their peers from other districts to design, develop, and deliver district-specific staff development programs through the replication of the Curriculum Development Model.
c. To provide peer-directed, district-specific, staff development programs for vocational and special education teachers which will enable them to meet the career/vocational needs of handicapped students.

8. DISSEMINATION:

Dissemination will occur at the state, regional, and national levels. At the state level, a total of 1,492 team members, teachers, principals, and SEA and IHE personnel will receive training. Regionally, all project materials and packges will be available for examination and use in the states of Kansas, Nebraska, Iowa and Missouri (Region 7). A national dissemination conference is also scheduled at the completion of the Project's Outreach Phase. Additionally, such agencies as the American Institutes for Research in Behavioral Sciences/Vocational Education Curriculum Specialists (AIR/VECS) in Palo Alto, California have requested TEDDDIE products. The Project will respond to any and all requests of this nature.

9. EVALUATION:

With respect to formative evaluation, the three years of on-going focus are: (1) the curriculum development process, (2) the training sessions, and (3) the development of training packages. Summatively, the project will be evaluated according to the relative impact: (1) the curriculum development process, (2) the peer training process, and (3) the training content on the knowledge, attitudes, skills, and behavior of: (1) LEA teams, (2) teachers, (3) principals, and (4) SEA and the IHE participants.

10. PRODUCTS:

Project TEDDDIE will result in packaged staff development programs in the area of career/vocational education for handicapped learners which are based on specific district needs and strengths. In addition, the original training program in curriculum development will be packaged and disseminated.

11. DESCRIPTORS:

Curriculum Development
Peer Training
Career/Vocational Education
Need-Based Inservice Education

12. Table (Projects for Conducting Training)

1	2	3	4	5	6	7	8	9	10
# of participants		as trainers	hours trained	level	topics	instructional techniques	settings	disabilities	specific conditions
54	Administrators/ Supervisors		24	5		3,4,6,7,8,9	1,3	1,3,4,6	3,4
* 80	Paraprofessionals		6	5		1	3	11	
**1008	Resource Teachers		24	3,4		3,4,6,7,8,9	1,3		3,4
	Consulting Teachers								
	Special Class Teachers								
***350	Regular Education Teachers (car./voc. ed.)		24	3,4		3,4,6,7,8,9	1,3	1,3,4,6	3,4
	Clinicians/Therapists								
	Volunteers								
	Parents								
	Physical Educators								
	Psychologists								
	Counselors								
	Music or Fine Arts Teachers								
	School Boards								
80	Combinations or Teams of Above (reg. ed. & spec. ed.)	X	100	3,4	9;10	3,4,6,7,8,9	1,3	1,3,4,6	3,4

*Note change in participant category.

**This difference represents the relative proportion of vocational education teachers to special education teachers in Kansas.

***For teachers/administrators, topics will be determined based upon per/district needs assessments.

Kansas

ABSTRACT

1. PROJECT NUMBER: 451 AH 90527

2. TITLE: Program Assistance Grant: State Education Agency Plan for Participation in the Program for the Preparation of Professional Personnel in the Education of Handicapped Children Through Special Study Institutes and Summer Traineeships.

3. SPONSORING AGENCY: SEA

4. GRANT NUMBER: G007801752

5. CONTACT PERSON: Gerald M. Carder
Kansas State Department of Education
Special Education Administration
120 East Tenth Street
Topeka, Kansas 66612
(913) 296-3866

6. DESCRIPTION: This component intends to train personnel working primarily in the area of mental retardation including Secondary Vocational Programming in the Kansas Plan approach. This approach utilizes the technique of establishing relationships between and among the totality of the parts of a program of service as a means of bringing about change.

7. MAJOR OBJECTIVES:

   a. To provide opportunities for learners, from age zero through adult living.
   b. To develop and use continuous learning techniques and experiences as a result of functioning within a process systems frame of reference.

8. DISSEMINATION:

Dissemination will be to the participants of the inservice training activity and then to the LEA's they are representing. The outcomes of the inservice training are a sort of a continuous process of learning and therefore no specific products will be available.

9. EVALUATION:

The institute activities are a part of rather than being separate from the total program of action related to the evolving program of change. Therefore, evaluation provides for individual differences at both the service (learning) level as well as at other levels of decision-making responsibility. Another factor is that process (as used in the Kansas Plan approach) is based on thinking behavior and interdependent relationships (including all levels of responsibility) resulting from the thinking processes. Also included in the totality of the situation are the resulting effects of the attained levels of thinking processes and the resulting regional and district practice.

As a result of the above factors, the current level of practiced evaluation results from relating to two separate but necessary components. These components are as follows:

1) The overall program evaluation which is related to change resulting from a combinatin of approaches. This combination of action includes but is not isolated from the realm of institute activity.

2) The isolation of selected segments or parts of the total approach or change to identify results of each. The approach, then, permits evolvement from the more traditional approaches to change toward a long range or visionary goal. In order for the evolvement to result in new types of evaluation, the visionary goal must be such that it requires the use of thinking behavior in decision-making.

10. PRODUCTS:

The "product" will be a continuing development of activity in the class setting. No specific product will be developed.

11. DESCRIPTORS:

Personnel Preparation
Mentally Handicapped
Vocational Programming

12. Table (Projects for Conducting Training)

1	2	3	4	5	6	7	8	9	10
# of participants		as trainers	hours trained	level	topics	instructional techniques	* settings	** disabilities	specific conditions
4	Administrators/ Supervisors	X	200	5	1,3,5, 10,11	1,6,7	6	1,2	
	Paraprofessionals								
3	Resource Teachers	X	200	1,2,3, 4,5	1,3,5, 10,11	1,6,7	6	1,2	
	Consulting Teachers								
62	Special Class Teachers	X	200	1,2,3 4,5	1,3,5, 10,11	1,6,7	6	1,2	
	Regular Education Teachers								
	Clinicians/Therapists								
	Volunteers								
	Parents								
	Physical Educators								
4	Psychologists	X	200	5	1,3,5, 10,11	1,6,7	6	1,2	
2	Counselors	X	200	5	1,3,5 10,11	1,6,7	6	1,2	
	Music or Fine Arts Teachers								
	School Boards								
	Combinations or Teams of Above								

*Settings vary depending on the individual sessions. The activities are regional or statewide in nature and may be housed in LEA's, SEA, or alternate facility.

**Target population is primarily as indicated. There is also encouragement to involve personnel in other disability areas.

Kentucky

ABSTRACT

1. PROJECT NUMBER: 451 AH 90204

2. TITLE: Preservice and Inservice Preparation of Special Education Personnel.

3. SPONSORING AGENCY: IHE

4. GRANT NUMBER: G007801476

5. CONTACT PERSON: Dr. Patricia Thomas Cegelka
Department of Special Education
University of Kentucky
Lexington, Kentucky 40506
(606) 258-8911

6. DESCRIPTION: The project involves a master's degree program on secondary special education with an emphasis on preparation for the world of work. The program is 33-semester hours in length and involves coursework and practicum experiences within the UK departments of Vocational Education and Special Education.

7. MAJOR OBJECTIVES:

   a. To prepare special education personnel to work cooperatively with vocational educators, other school personnel, and community representatives in preparing handicapped students for work.

8. DISSEMINATION:

   Graduates from the program are known/projected to accept teaching positions with school districts (urban and rural) in Kentucky as well as other states in the Eastern half of the U.S.

9. EVALUATION:

Data is being compiled on number of program graduates and on their post-degree employment.

10. PRODUCTS:

Development of courses on career education, vocational preparation of the handicapped, and behavior management.

11. DESCRIPTORS:

Preservice and Inservice
Personnel Preparation
Special Education
Vocational Education
Handicapped

12. Table (Projects for Conducting Training)

1	2	3	4	5	6	7	8	9	10
# of participants		as trainers	hours trained	level	topics	instructional techniques	settings	disabilities	specific conditions
2	Administrators/ Supervisors			4,5	1,8	2,6,7	3	30-(2) 6,7,8	4
	Paraprofessionals								
3	Resource Teachers		44	4	11,8, 7,1	2,6,7	3,1	44 (1)(3)(6)	4
	Consulting Teachers								
5	Special Class Teachers		44	2,4,3	11,8, 7,1	2,6,7,9	3,1	(1) - 25 (3) - 30 (6) - 8	4
2	Regular Education Teachers		44	4	11,8,1	2,6,7	3,1	(3) - 10 (6) - 2	4
	Clinicians/Therapists								
	Volunteers								
	Parents								
	Physical Educators								
	Psychologists								
	Counselors								
	Music or Fine Arts Teachers								159
	School Boards								
	Combinations or Teams of Above								

Kentucky

ABSTRACT

1. PROJECT NUMBER: 451 AH 90201

2. TITLE: Program Assistance Grant: Preparation of Personnel in the Education of the Handicapped.

3. SPONSORING AGENCY: IHE

4. GRANT NUMBER: G007801466

5. CONTACT PERSON: Dr. Anne O. Netick
Department of Special Education
201 Oppenheimer Hall
University of Louisville
Louisville, Kentucky 40208
(502) 588-6421

6. DESCRIPTION: Training relative to prevocational skill development and curriculum modification to reflect the career education concept is provided primarily to pre and inservice special education teachers via components of three courses (EDSP 205, 341 and 673) and one graduate level course devoted solely to the topic of secondary and career education for exceptional students (EDSP 697). Activities in such courses range from those designed to enable teachers to develop student attributes, attitudes and behaviors conducive to employability but independent of specific vocational skills to those designed to enable teachers to modify instructional materials and approaches to incorporate the vocational interests of their students in relation to the acquisition of basic academic skills. The duration of such activities ranges from one two-week module in some courses to an entire four and one-half month semester in EDSP 697. The model for providing such training essentially involves information being provided by departmental staff followed by the development of products by course participants.

7. MAJOR OBJECTIVES:

   a. To train special education teachers to modify materials and methodology for working with exceptional learners in such a way as to capitalize upon their vocational interests in relation to the acquisition of basic academic skills.
   b. To provide special education teachers with information and instructional skills conducive to the employment of career awareness and exploration activities with exceptional students, grades K-12.
   c. To enhance the probability of the establishment of cooperative working relationships between special educators and their colleagues in vocational education.
   d. To provide special education teachers with the information necessary to initiate, implement and operate work study programs.

8. DISSEMINATION:

Dissemination activities, in addition to the actual conduct of the courses, include presentations at state, regional and national conventions and articles for possible publication in related professional journals.

9. EVALUATION:

Evaluation efforts center upon the measurement of cognitive objectives via written examinations and of performance objectives by examination of products developed by course participants.

10. PRODUCTS:

None.

11. DESCRIPTORS:

Personnel Preparation
Handicapped
Career/Vocational Education

12. Table (Projects for Conducting Training)

1	2	3	4	5	6	7	8	9	10
# of participants		as trainers	hours trained	level	topics	instructional techniques	settings	disabilities	specific conditions
3	Administrators/ Supervisors		40	5	7,8,11	2,7,8	3	11	
	Paraprofessionals								
50	Resource Teachers		50	2,3,4	7,8,11	2,7,8	3	11	
	Consulting Teachers								
100	Special Class Teachers		50	2,3,4	7,8,11	2,7,8	3	11	
20	Regular Education Teachers		40	2,3,4	7,8,11	2,7,8	3		
	Clinicians/Therapists								
	Volunteers								
	Parents								
	Physical Educators								
	Psychologists								
	Counselors								
	Music or Fine Arts Teachers								
	School Boards								
	Combinations or Teams of Above								

Maryland

ABSTRACT

1. PROJECT NUMBER: 451 CH 90039

2. TITLE: Comprehensive Vocational Education for all Handicapped Persons: Career/Vocational Education Personnel Preparation Program for Teachers of the Handicapped.

3. SPONSORING AGENCY: IHE

4. GRANT NUMBER: G007901352

5. CONTACT PERSON:

Dr. Kendall N. Starkweather
Department of Industrial Education
University of Maryland
College Park, Maryland 20742
(301) 454-4264

Dr. David B. Malouf
Department of Special Education
Same Address
(301) 454-2118

6. DESCRIPTION: This project is a federally supported personnel training program at The University of Maryland--College Park. It is a collaborative effort involving the Departments of Special Education and Industrial Education. The project includes on-campus master's degree programs in both departments, and an off-campus nondegree training program entitled Project L.E.A.P. (Learning Experiences and Application Programs). The on-campus and off-campus programs share the same philosophy and goals.

7. MAJOR OBJECTIVES:

   a. To provide students with relevant training within their own disciplines.
   b. To provide students with introductory experiences in other disciplines.
   c. To provide students useful skills from other disciplines.
   d. To provide students with shared experiences with students in other disciplines.
   e. To provide students with the competencies and attitudes needed for effective multidisciplinary provision of career/vocational education for the handicapped.

8. DISSEMINATION:

High quality career/vocational preparation for the handicapped can best be achieved by means of multidisciplinary collaboration between special education, industrial arts, vocational education, vocational rehabilitation and other related areas. The thrust of such collaboration should be to allow the handicapped to gain the greatest possible benefits from regular training programs and personnel. Such collaboration often does not occur spontaneously, and personnel preparation programs should include efforts to facilitate its occurrence.

9. EVALUATION:

The Discrepancy Evaluation Model will be used to evaluate project components. This Model evaluates inputs, processes and outputs of programs by identifying concerns and questions and by listing sources of information necessary to generate needed information.

10. PRODUCTS:

Our project offers master's degree training for students in special education, vocational education, and industrial arts. In accordance with our training model, we offer fall semester courses in special education and in industrial arts/vocational education to introduce the students to areas with which they may not be familiar, and develop skills in these areas. During the spring semester, we offer a Joint Seminar and a Joint Practicum which are shared by students in all of the participating disciplines. Project L.E.A.P. is intended to develop a model inservice training program consistent with the training goals of the project. Inservice training will be provided off campus to special educators, vocational educators, industrial arts educators, regular classroom teacher, administrators, counselors, and other personnel in Maryland. A principle outcome will be the development and evaluation of training modules which can be used in similar training efforts. These modules will be made available for use within the state and elsewhere.

11. DESCRIPTORS:

On-Campus Degree Programs
Off-Campus Degree Programs
Inservice Training

12. Table (Projects for Conducting Training)

1 # of participants	2	3 as trainers	4 hours trained	5 level	6 topics	7 instructional techniques	8 settings	9 disabilities	10 specific conditions
	Administrators/ Supervisors								
	Paraprofessionals								
	Resource Teachers								
	Consulting Teachers								
10	Special Class Teachers		162 ea.	2,3, 4,5	1,2,3, 4,5,6, 7,8,9, 10,11	2,3,5,6, 7,8,9	1,3	1,3,4,6, 8,9,10,11	3,4
20	Regular Education Teachers		162 ea.	3,4	1,2,3, 4,5,6, 7,8,9, 10,11	2,3,5,6, 7,8,9	1,3	1,3,4,6, 8,9,10,11	3,4
	Clinicians/Therapists								
	Volunteers								
	Parents								
	Physical Educators								
	Psychologists								
	Counselors								
	Music or Fine Arts Teachers								
	School Boards								
	Combinations or Teams of Above								

Michigan

ABSTRACT

1. PROJECT NUMBER: 451 CH 90180

2. TITLE: Program Assistance Grant: Master's Program in Vocational Education/Special Education.

3. SPONSORING AGENCY: IHE

4. GRANT NUMBER: G007901356

5. CONTACT PERSON: Dr. Geraldine Markel
Program in Special Education
Speech and Hearing Sciences
School of Education
The University of Michigan
Ann Arbor, Michigan 48109
(313) 763-2374

Dr. Ella Bowen
Program in Occupational Education
Same Address
(313) 764-8423

6. DESCRIPTION: The program combines the faculty and resources from both Special Education and Vocational Education. The 30 hour master's sequence is designed for those currently in, or desiring to assume, a teaching or leadership position in career and vocational education for the handicapped. Individuals with experience in either area apply for admission in their respective fields. Following a sequence of education, cognate, and field based courses trainees develop advanced skills in their own area and develop a 10 hour concentration in the alternate area. A summer institute provides a seminar and field experience involving handicapped individuals and vocational or career education services. Competency statements and mastery tasks are in preparation for each of twelve areas. Ongoing input is provided by an Advisory Committee composed of community leaders, public school personnel, parents, disabled individuals and state level representatives of Special Education, Vocational Education and Vocational Rehabilitation Service.

7. MAJOR OBJECTIVES:

   a. To train twenty educational personnel with previous experience in vocational education and/or special education who will be committed to increasing the vocational and career options of handicapped children.
   b. To design and pilot test a set of twelve competencies and related mastery statements.
   c. To ascertain the effectiveness of the training program and its impact on the field.

8. DISSEMINATION:

Dissemination will be comprised of these types of activities: presentations at state and national meetings of professional organizations in vocational education and special education (e.g., C.E.C.), published articles describing the program and related competencies, description of the program at a series of nine regional inservice workshops entitled: Vocational Education for Persons with Special Needs (VEPSN) which are sponsored by The University of Michigan through a grant from the Department of Education, (1,500 participants), and media coverage within the Southeastern Michigan Area.

9. EVALUATION:

Evaluation includes analysis of information collected from: pre-post attitude surveys, student evaluations of each core course, measures of mastery in each competency area, follow-up of graduates, and follow-up of survey of employers.

10. PRODUCTS:

A Competency Based MA program in Vocational/Special Education - Completion Date: May, 1981.

11. DESCRIPTORS:

Vocational/Special Education
Master's Training
Competency Based

12. Table (Projects for Conducting Training)

1	2	3	4	5	6	7	8	9	10
# of participants		as trainers	hours trained	level	topics	instructional techniques	settings	disabilities	specific conditions
	Administrators/ Supervisors								
	Paraprofessionals								
3	Resource Teachers	X							
2	Consulting Teachers	X	30 hour M.A.	4,5	1-12*	1,2,3,5, 6,7,8*,9	1,2,3, 5,6*	11	1,2,5*
5	Special Class Teachers	X							
10	Regular Education Teachers (Voc. Ed.)	X							
	Clinicians/Therapists								
	Volunteers								
	Parents								
	Physical Educators								
	Psychologists								
	Counselors								
	Music or Fine Arts Teachers								
	School Boards								
	Combinations or Teams of Above								

*Inservice Presentations

8*Audio/Video Tape Feedback

*Competencies being devleoped for 2 and 5 (also for Sexism in Vocational/ Special Education

12*Current Issues

6*Teacher's Own Class

Mississippi

ABSTRACT

1. PROJECT NUMBER: 451 CH 90654

2. TITLE: Program Assistance Grant: Training of Educators of Handicapped Children with Emphases on Developing Programs and Improving Educator's Skills.

3. SPONSORING AGENCY: SEA

4. GRANT NUMBER: G007901237

5. CONTACT PERSON: Dr. Louise Anderson
P. O. Box 771
Jackson, Mississippi 39205
(601) 354-6245

6. DESCRIPTION: This project has as its intention to train regular education administrators and special education program developers in developing career and vocational education programs. Its goals are to produce a community-based model for career and vocational education programs; provide options for vocational education for handicapped students; and present resources available for planning and implementing career and vocational education programs for the handicapped. There will be four 2-day workshops based on a planning model developed by the Southeast Regional Resource Center.

7. MAJOR OBJECTIVES:

   a. To train administrators to provide leadership in developing career and vocational education programs.

8. DISSEMINATION:

   This project will have state-wide dissemination. The four workshops are planned for the four geographic areas of the State Dissemination activities include replication of the model in LEA's; materials used available for district's unable to attend; inservice opportunities for other interested persons by visits to model projects.

9. EVALUATION:

Evaluation will be based on the number of participants and roles represented, meeting learning objectives, and follow-up questionnaire to participants to ascertain the impact of the district program planning.

10. PRODUCTS:

Unknown at this time - planning incomplete.

11. DESCRIPTORS:

Workshops
Building-Based
Full-Spectrum-General

12. Table (Projects for Conducting Training)

1 # of participants	2	3 as trainers	4 hours trained	5 level	6 topics	7 instructional techniques	8 settings	9 disabilities	10 specific conditions
	Administrators/ Supervisors		12	3,4	11	1	11		
	Paraprofessionals								
	Resource Teachers								
	Consulting Teachers								
	Special Class Teachers								
	Regular Education Teachers								
	Clinicians/Therapists								
	Volunteers								
	Parents								
	Physical Educators								
	Psychologists								
	Counselors								
	Music or Fine Arts Teachers								
	School Boards								
100	Combinations or Teams of Above								

Nebraska

ABSTRACT

1. PROJECT NUMBER: 451 AH 90462

2. TITLE: Program Assistance Grant: SEA Inservice-Nebraska Cooperative Manpower Training Program.

3. SPONSORING AGENCY: SEA

4. GRANT NUMBER: G007801676

5. CONTACT PERSON:

Barbara Schliesser
Department of Special Education
Nebraska State Department of Education
P. O. Box 94987
301 Centennial Mall South
Lincoln, Nebraska 68509
(402) 471-2295

6. DESCRIPTION: The primary purpose of this project is to meet the inservice needs of educators in Nebraska.

7. MAJOR OBJECTIVES:

a. To continue the development, implementation, management, and evaluation of inservice programs at the state and local levels for all populations of educators who provide services to handicapped students.
b. To continue the delivery of inservice training in the form of Special Study Institutes and Conferences for educators and others who work with handicapped students in the areas of special vocational needs and/or career education.
c. To establish and maintain Nebraska's comprehensive system of personnel development.
d. To assist institutions of higher education and local educational agencies in identifying appropriate state personnel and inservice needs.

8. DISSEMINATION:

The inservice training and technical assistance will be conducted state-wide and will benefit approximately 600 individuals.

9. EVALUATION:

Not available.

10. PRODUCTS:

Not available

11. DESCRIPTORS:

Handicapped
Inservice Training
Cooperative Manpower Training

12. Table (Projects for Conducting Training)

1	2	3	4	5	6	7	8	9	10
# of participants		as trainers	hours trained	level	topics	instructional techniques	settings	disabilities	specific conditions
	Administrators/ Supervisors								
	Paraprofessionals								
	Resource Teachers								
	Consulting Teachers								
	Special Class Teachers								
	Regular Education Teachers								
	Clinicians/Therapists								
	Volunteers								
	Parents								
	Physical Educators								
	Psychologists								
	Counselors								
	Music or Fine Arts Teachers								
	School Boards								
NA	Combinations or Teams of Above								

Nevada

ABSTRACT

1. PROJECT NUMBER: 451 AH 90409

2. TITLE: Inservice Model for Career and Vocational Education for the Handicapped.

3. SPONSORING AGENCY: IHE

4. GRANT NUMBER: G007801566

5. CONTACT PERSON: Dr. Allen A. Mori, Associate Professor
Department of Special Education
University of Nevada, Las Vegas
Las Vegas, Nevada 89154
(702) 739-3205

6. DESCRIPTION: This project intends to train special education teachers of the mildly handicapped (EMR, ED, LD) to provide individualized content in career education to their pupils. Target schools (high schools, 1st year; "feeder" junior highs, 2nd year and "feeder" elementary schools, 3rd year) were selected in various zones in the LEA, teachers in those schools are trained during four, one day workshops during the school year, four evenings during the year, and a week long, intensive summer institute. The university trainer provides on-site training, local consultants are utilized for evening reviews, and national level consultants for the summer institute.

7. MAJOR OBJECTIVES:

   a. To identify the competencies and training needed for establishing appropriate programming in career and vocational education for the handicapped.
   b. To establish administrative support (building principal level) for program development and implementation.
   c. To develop awareness of ancillary personnel (counselors) to the career and vocational needs of the handicapped.
   d. To promote the importance of career and vocational education for the handicapped.

8. DISSEMINATION:

Dissemination will occur at several levels: the remainder of the Clark County schools, the state of Nevada, and nationally. Dissemination activities include:

A presentation at the National Conference on Career Education for Exceptional Individuals.

An article on the project in C. Kokasha (ed.) Career Futures for Exceptional Individuals. Reston: The Council for Exceptional Children, in press.

A monograph is being printed -- A. Mori (ed.) Proceedings of an Institute on Career Education for the Handicapped. Covers the presentations of the national consultant during the institute held in August, 1978 in Las Vegas.

Presentations to the upper level administrations of the school district, progress reports, other inservice opportunities for principals, school board members, etc.

9. EVALUATION:

Includes measurement of attainment of objectives (pre-post tests on knowledge), documentation, and consumer satisfaction surveys for all participants.

10. PRODUCTS:

A monograph of institute proceedings and training packets.

11. DESCRIPTORS:

Building-Based
Career Educational Classroom Techniques
IEP Development with Career Education Content

12. Table (Projects for Conducting Training)

1	2	3	4	5	6	7	8	9	10
# of participants		as trainers	hours trained	level	topics	instructional techniques	settings	disabilities	specific conditions
7	Administrators/ Supervisors		40	3,4	4,7,8, 9,11	1,2	3	1,3,4	4
	Paraprofessionals								
22	Resource Teachers		72	4	4,5,7, 8,9,11	1,2,6,7	1,3	1,3,4	4
	Consulting Teachers								
	Special Class Teachers								
7	Regular Education Teachers		40	2,3,4	4,7,8 9,11	1,2	3	1,3,4	4
	Clinicians/Therapists								
	Volunteers								
	Parents								
	Physical Educators								
2	Psychologists		40	2,3,4	4,7,8, 9,11	1,2	3	1,3,4	4
6	Counselors		40	2,3,4	4,7,8, 9,11	1,2	3	1,3,4	4
	Music or Fine Arts Teachers								
	School Boards								
	Combinations or Teams of Above								

Nevada

ABSTRACT

1. PROJECT NUMBER: 451 AH 90450

2. TITLE: Handicapped Personnel Preparation--Regular Education Inservice: Special Education/Vocational Education Rural Inservice Consultant Level Training Project.

3. SPONSORING AGENCY: IHE

4. GRANT NUMBER: G007601842

5. CONTACT PERSON:

Dr. Twila O'Such
College of Education
University of Nevada, Reno
214 Education Building
Reno, Nevada 89557
(702) 784-4915

6. DESCRIPTION: This program intends to train state-wide secondary level personnel within a three year cycle resulting in a trained team for each county with a specified plan for implementing career education for handicapped learners based on the unique needs of each rural community area. It also intends to train administrative and instructional personnel to continue the inservice training in future years. The training includes three phases: a) selection of a three-person team including an administrator, a special education teacher, and a vocational education teacher, to identify potential career opportunities unique to each LEA rural setting and to write job entry preparation programs and to define populations that are to receive inservice training, b) implementation of training with local employers identified in phase one, also at this time handicapped learners are placed in job situations in accordance with activities in phase one, and c) the county-wide system job placement and community personnel of phase two will become demonstration centers for development of programs and additional inservice including all school personnel and parents conducted by the original team in conjunction with project personnel.

7. MAJOR OBJECTIVES:

a. To cooperatively develop total prescriptive programs to meet the job training needs of each rural community area necessary to accommodate handicapped learners.
b. To provide inservice programs to local business personnel concerning needs of potential handicapped employees.
c. To develop county-wide job placement programs that will serve as demonstration centers.

8. DISSEMINATION:

The plan includes implementing 10 county-wide job placement programs in 5 eastern and 5 western counties. Ten county-wide teams are trained to continue yearly inservice.

9. EVALUATION:

Evaluation is conducted through monitoring of the progress of successful implementation of county-wide model programs and meeting projected time lines.

10. PRODUCTS:

Trained inservice staff, model programs, interagency cooperation with employers.

11. DESCRIPTORS:

Vocational Education
Job Placement
Cooperative Planning
Business and Education

12. Table (Projects for Conducting Training)

1	2	3	4	5	6	7	8	9	10
# of participants		as trainers	hours trained	level	topics	instructional techniques	settings	disabilities	specific conditions
	Administrators/ Supervisors								
	Paraprofessionals								
	Resource Teachers								
	Consulting Teachers								
	Special Class Teachers								
	Regular Education Teachers								
	Clinicians/Therapists								
	Volunteers								
	Parents								
	Physical Educators								
	Psychologists								
	Counselors								
	Music or Fine Arts Teachers								
	School Boards								
NA	Combinations or Teams of Above								

New Jersey

ABSTRACT

1. PROJECT NUMBER: 451 AH 90058

2. TITLE: Vocational Programming for Special Needs Students.

3. SPONSORING AGENCY: IHE

4. GRANT NUMBER: G007701191

5. CONTACT PERSON: Jerry Ognibene
Special Educational Services Department
Glassboro State College
Glassboro, New Jersey 08028
(609) 445-7092

6. DESCRIPTION: This professional personnel development program focuses on a local, state, and national priority--the need for preparing special education and vocational education personnel to provide vocational and career preparation for special needs students. It is primarily intended for secondary educational personnel, secondarily for community agency-rehabilitation personnel. The project presents a variety of six (6) specialized courses (18 s.h.) leading to a M.A. degree in Industrial Education, with options for certification in special education, supervision, cooperative Industrial Education. At the undergraduate level, the offerings include a dual major between the special education and industrial education departments.

7. MAJOR OBJECTIVES:

   a. To provide a relevant professional Masters Degree program in the Vocational Programming of Special Needs Students, in sequence to the dual certification (Voc.Ed/Sp.Ed.) offerings at the undergraduate level.
   b. To provide training for personnel from a diversity of backgrounds and experiences, but who are involved in the vocational preparation of Special Needs Students (three types of training are provided: (1) that leads to M.A. degree, (2) leads to certification, and (3) is related to job performance).

8. DISSEMINATION:

The project attempts to reach education and rehabilitation personnel throughout the seven county region which comprises Central and Southern New Jersey. Dissemination activities include courses and workshops taught both on-campus and at off-campus locations; an annual directory of Southern New Jersey Training facilities for Special Needs Students; an annual conference on Employment of the Handicapped; Externship program and Summer Vocational Clinic.

9. EVALUATION:

Evaluation measures consist of surveys of participants upon completion of coursework.

10. PRODUCTS:

The project participants will receive an M.A. degree in Industrial Education, with endorsement for vocational education or special education, or Cooperative Industrial Education (CIE) Certification and/or Supervision Certification, currently in the process of developing a Vocational Evaluation program at the graduate level. Currently, two (2) specific courses are being offered plus an Externship program.

11. DESCRIPTORS:

Secondary
Vocational Education/Special Education
Career Education
Vocational Evaluation

12. Table (Projects for Conducting Training)

1	2	3	4	5	6	7	8	9	10
# of participants		as trainers	hours trained	level	topics	instructional techniques	settings	disabilities	specific conditions
	Administrators/ Supervisors								
	Paraprofessionals								
	Resource Teachers								
	Consulting Teachers								
40	Special Class Teachers	X	480	3,4	1-11	2,6,7,8,9	3	11	--
110	Regular Education Teachers	X	480	3,4	1-11	2,6,7,8,9	3	11	--
	Clinicians/Therapists								
	Volunteers								
	Parents								
	Physical Educators								
	Psychologists								
	Counselors								
	Music or Fine Arts Teachers								
	School Boards								
	Combinations or Teams of Above								

New Mexico

ABSTRACT

1. PROJECT NUMBER: 451 AH 00550

2. TITLE: Program Assistance Grant: Department of Special Education of the University of New Mexico.

3. SPONSORING AGENCY: IHE

4. GRANT NUMBER: G007900837

5. CONTACT PERSON: Dr. Richard L. McDowell
Department of Special Education
College of Education
University of New Mexico
Albuquerque, New Mexico 87131
(505) 277-5018

6. DESCRIPTION: This project intends to develop a teacher training model at the Master's Degree level in the area of Vocational Education for the Handicapped. The initial activities of the project revolve around the establishment of an advisory board, assisting a selected school district in conducting a needs assessment of its community, identification of and site visits to existing programs and offering introductory coursework at the university. Later activities will include the identification of teacher competencies, inservice training, materials development, training program development and evaluation procedures.

7. MAJOR OBJECTIVES:

   a. To develop a list of desired teacher competencies.
   b. To develop activities leading to the achievement of teacher competencies.
   c. To develop procedural handbook for use in preservice and inservice training.
   d. To develop videotape(s) for use in preservice and/or inservice training.
   e. To develop simulation materials.
   f. To develop printed materials for use in training.
   g. To establish a teacher training program in vocational education at the Master's level.

8. DISSEMINATION:

   Products of the project will be disseminated through presentations and publications as well as information shared with the appropriate identified centers (i.e.: clearinghouse, etc.). The Advisory Board represents various communities in the state of New Mexico and will help to disseminate the information to their geographic area.

9. EVALUATION:

The Advisory Board has been given the task of developing a procedure for evaluating the project. This is to be done at its spring meeting.

10. PRODUCTS:

The project will provide a procedural handbook (preservice/in-service training), videotape(s) and simulations for training, and degree program in Vocational Education for the Handicapped.

11. DESCRIPTORS:

Needs Assessment
Program Development
Materials Development

12. Table (Projects for Conducting Training)

1	2	3	4	5	6	7	8	9	10
# of participants		as trainers	hours trained	level	topics	instructional techniques	settings	disabilities	specific conditions
	Administrators/ Supervisors								
	Paraprofessionals								
	Resource Teachers								
	Consulting Teachers								
9	Special Class Teachers		9, 245 405	3,4	1,2,3, 4,5,7, 8,9,11	2,7	3	1,3,5	3
1	Regular Education Teachers		45	4	1,2,3, 4,5,7, 8,9,11	2,7	3	1,3,5	3
	Clinicians/Therapists								
	Volunteers								
	Parents								
	Physical Educators								
	Psychologists								
	Counselors								
	Music or Fine Arts Teachers								
	School Boards								
	Combinations or Teams of Above								

New York

ABSTRACT

1. PROJECT NUMBER: 451 CH 90212

2. TITLE: Field-Based Inservice Training of Regular High School Staff: Responding to the Vocational and Career Needs of Urban Youth.

3. SPONSORING AGENCY: IHE

4. GRANT NUMBER: G007901257

5. CONTACT PERSON: Leo Goldman
Graduate School, Cuny
33 West 42nd Street
New York, New York 10036
(212) 221-1475

6. DESCRIPTION: This project seeks to increase the involvement of special education high school students in career and vocational development by providing inservice education for "gatekeepers" (e.g., administrator, special education coordinator, vocational chairperson) and, through a multiplier effect, to additional regular and special education teachers. In each of five urban high schools the project staff will provide workshops and consultation visits to the "work orientation team" consisting of five to six leadership personnel (the gatekeepers). Each team in turn will provide training for 50 to 60 faculty members regarding facts and feelings about handicapped students and regarding programs and procedures for optimal career development of those students.

7. MAJOR OBJECTIVES:

a. To expand access of handicapped students to career and vocational development opportunities in high school.
b. To develop a cadre of work orientation consultants (the team) from among influential members of each school's teaching and administrative staff, who will be able to continue the infusion of vocationally-oriented activities for special education students throughout the school.
c. To provide a model field-based training program that is cost effective and capable of maintaining itself after the project ends.

8. DISSEMINATION:

The first level of dissemination activities will occur in the five collaborating high schools through general faculty meetings, newsletters, bulletin boards, and other methods. The second level will be in the borough of the Bronx, through the Bronx High School Division and the Bronx Special Education Regional Office. Among

the 16 high schools in the borough are approximately 1,200 special education students. Conferences and written reports will be used for dissemination at this level. The third level will be the entire New York City Public School System, which includes 100 high schools. Beyond those levels, an effort will be made to disseminate the project at conventions and through journals and other publications.

9. EVALUATION:

Formative evaluation will include information regarding the quantity and quality of project activities such as demonstrations, consultations, career infusions, etc. Summative evaluation will be accomplished by comparison of pre-project and post-project data regarding pertinent knowledge on the part of school personnel, school policy and practice, and activities pertaining to career development of handicapped students.

10. PRODUCTS:

None.

11. DESCRIPTORS:

Inservice Training
Special Education
Career Development
Vocational Development
Urban High Schools
Urban Youth

12. Table (Projects for Conducting Training)

1	2	3	4	5	6	7	8	9	10
# of participants		as trainers	hours trained	level	topics	instructional techniques	settings	disabilities	specific conditions
X	Administrators/ Supervisors								
X	Paraprofessionals								
X	Resource Teachers								
	Consulting Teachers								
X	Special Class Teachers								
X	Regular Education Teachers								
	Clinicians/Therapists								
	Volunteers								
	Parents								
X	Physical Educators								
	Psychologists								
X	Counselors								
	Music or Fine Arts Teachers								
	School Boards								
*330	Combinations or Teams of Above		120 for teams	H.S.	1,2,3, 4,9,10 11	1,2,5	1	1,3,4,6	1,4

*30 in 5 teams of 60 faculty members per team.

Ohio

ABSTRACT

1. PROJECT NUMBER: 451 AH 90153

2. TITLE: Program Assistance Grant: Project SAVE (Special And Vocational Education).

3. SPONSORING AGENCY: IHE

4. GRANT NUMBER: G007801717

5. CONTACT PERSON: Jacques H. Robinson
401 R. White Hall
Kent State University
Kent, Ohio 44242
(216) 672-2477

6. DESCRIPTION: Project Save which is presently in its second year of BEH funding has the following goals: First Priority: to develop and deliver inservice training to educators serving secondary school-aged, high incidence handicapped youth (EMR, LD, MILD BD) in programs based upon the least restrictive environment (LRE) concept. Second Priority: to develop and deliver interdisciplinary, competency based preservice training to the target populations.

7. MAJOR OBJECTIVES:

   a. To review and synthesize the relevant staff training, competency, and role function literature.
   b. To develop inservice modules.
   c. To develop an interdisciplinary preservice program master plan.
   d. To identify opportunities to present awareness sessions.
   e. To define the target population and determine needs and interests.
   f. To elicit the interest of local educational agencies (LEA).
   g. To elicit opportunities to conduct training workshops.
   h. To identify opportunities to export inservice workshops.
   i. To identify opportunities to disseminate the inservice materials.
   j. To design post-masters seminars/coursework.
   k. To design masters seminars.
   l. To identify students needs and skills in offering technical assistance.
   m. To identify/recruit students whose interest and background are consonant with the program design - masters and post-masters program.
   n. To recruit students for approved interdisciplinary undergraduate program.

8. DISSEMINATION:

Papers/Presentations.

Robinson, J. H. Mainstreaming the Handicapped into Vocational Education, presentation to the faculty, Lorain County Joint Vocational School, January, 1980.

Robinson, J. H. and Nichols, C. W. "Project SAVE: Kent State's Response to the Mainstreaming Challenge." Presentation to the Annual MEOSERRC Administrators' Converence, August, 1979.

Robinson, J. H. and Reiboldt, E. "Let's Get It Together: Mainstreaming Ohio's Handicapped Into Vocational Education." Presentation to the Annual MEOSERRC Administrators' Conference, August, 1979.

Robinson, J. H., Reiboldt, E. and Merchant, A. "A Model for Mainstreaming Into Ohio's Vocational Education Programs." Presentation to Ohio Vocational Director's Association, Region 4, May, 1979.

Robinson, J. H., Shama, D. D., Nichols, C. H. and Adams, B. K. "Summary Status Report: An Analysis of the Perceived Importance of Teacher Competencies by 'Mainstreaming' Vocational Educators." Eastern Educational Research Association, Norfolk, VA., March, 1980.

9. EVALUATION:

The evaluation plan involves the use of the discrepancy evaluation model, and external consultants.

10. PRODUCTS:

The project will provide the following products: LEA Program Inventory Survey: Vocational Programming for the Handicapped, Project SAVE resource materials, Project SAVE sampler: Vols. I and II, in-service training modules, a review of literature on the use of competency-based teacher preparation in vocational and special education, and a taxonomy of competencies in vocational and special education.

11. DESCRIPTORS:

Vocational Education
Mainstreaming
Inservice Education
High Incidence Handicapped

12. Table (Projects for Conducting Training)

1	2	3	4	5	6	7	8	9	10
# of participants		as trainers	hours trained	level	topics	instructional techniques	settings	disabilities	specific conditions
800	Administrators/		1-4	4,5	1				
4	Supervisors		30+	4,5	12*	1,2	1	1,3,4	
40			8	4,5	12*				
	Paraprofessionals								
4	Resource Teachers		full year	4,5	1,2,3, 4,5,6, 8,11	1,2,7,8,9	3	1,3,4	
	Consulting Teachers								
	Special Class Teachers								
68	Regular Education		30+	4	1,2,3, 4	1,2	1,3	1,3,4	
(Voed.)	Teachers								
17	(Industrial Arts)		30+	3	5,6,8, 11	1,2	3		
	Clinicians/Therapists								
	Volunteers								
	Parents								
	Physical Educators								
	Psychologists								
	Counselors								
	Music or Fine Arts Teachers								
	School Boards								
	Combinations or Teams of Above								

*Development and Administration/Supervision of Voed Programs for the Handicapped.

Oklahoma

ABSTRACT

1. PROJECT NUMBER: 451 CH 91015

2. TITLE: Program Assistance Grant: Management Planning in Vocational Education for the Physically Handicapped.

3. SPONSORING AGENCY: SEA

4. GRANT NUMBER: G007901249

5. CONTACT PERSON: Keith Haley
Oklahoma State Department of Education
Special Education Section
Oliver Hodge Building
2500 North Lincoln Boulevard, Rm. 263
Oklahoma City, Oklahoma 73105
(405) 521-3351

6. DESCRIPTION: Special training institute (2 five day programs which includes a three-day summer workshop followed by a one day on-site technical assistance training by the consultant and a one day follow-up session). Replicated with new participant second and third year of the cycle. Summer training institutes (7 five day courses which includes 2 days field experience). Competency based program for continuous professional development of original participants.

7. MAJOR OBJECTIVES:

   a. To train educators to work with physically handicapped students in vocational education.
   b. To train vocational teachers to adapt approaches to career education for EMH and LD students.

8. DISSEMINATION:

   Not available.

9. EVALUATION:

The project includes evaluation planning; implementation and content evaluation; self assessment report; on-site technical assistance, and feedback.

10. PRODUCTS:

None.

11. DESCRIPTORS:

Vocational Education
Special Training Institute
Handicapped
Career Education
Educable Mentally Handicapped
Learning Disabled Students

12. Table (Projects for Conducting Training)

1	2	3	4	5	6	7	8	9	10
# of participants		as trainers	hours trained	level	topics	instructional techniques	settings	disabilities	specific conditions
	Administrators/ Supervisors								
	Paraprofessionals								
	Resource Teachers								
	Consulting Teachers								
	Special Class Teachers								
	Regular Education Teachers								
	Clinicians/Therapists								
	Volunteers								
	Parents								
	Physical Educators								
	Psychologists								
	Counselors								
	Music or Fine Arts Teachers								
	School Boards								
234	Combinations or Teams of Above								

Pennsylvania

ABSTRACT

1. PROJECT NUMBER: 451 AH 90049

2. TITLE: Pre-Vocational Skill Development for Teachers of TMR & SPI Students.

3. SPONSORING AGENCY: LEA

4. GRANT NUMBER: G007801511

5. CONTACT PERSON: Ms. Dagny Fidler
Rm. 201, Stevens Administration
13th & Spring Garden Sts.
Philadelphia, Pennsylvania 19123
(215) 299-7432

6. DESCRIPTION: The project is designed to train professional personnel to integrate early pre-vocational programs into the regular curricular areas for trainable and severely retarded students. Each year new personnel is trained beginning with a two-week workshop and followed by regular visits to classrooms by the project coordinator throughout the following school year. Primary focus is on classroom teachers.

7. MAJOR OBJECTIVES:

   a. To train teachers in assessment techniques, task analysis, life-goal philosophy for elementary and middle school aged severely and trainable mentally retarded students.
   b. To train teachers to implement pre-vocational components in their programs to the extent that 75% of the participating teachers will implement one or more vocational activities.

8. DISSEMINATION:

   The products of this project will be made available to all school district personnel and outside agencies upon request. Teachers in the project will be able to act as resources to other teachers following completion of the year as active participants.

   A presentation will be made by the project coordinator and workshop leaders at this year's national CEC conference, April 21, 1980.

9. EVALUATION:

During the two-week workshop tests were given following each topic discussed. 80% of the participants had to reach 85% mastery on each topic. To evaluate implementation of programs a checklist of activities to be carried out by the classroom teachers is completed through classroom observation and teacher documentation.

10. PRODUCTS:

The project has begun development of a pre-vocational assessment for use in elementary and middle school classrooms. It is designed to assist the teacher in making decisions on priority activities. Also being developed is a card file of age-appropriate activities designed to develop skills necessary for functioning in a workshop setting. Both products will be completed by the end of the project, May, 1981.

11. DESCRIPTORS:

Assessment
Vocational/Career Education
Building-Based

12. Table (Projects for Conducting Training)

1	2	3	4	5	6	7	8	9	10
# of participants		as trainers	hours trained	level	topics	instructional techniques	settings	disabilities	specific conditions
5 yr.	Administrators/ Supervisors		5	2,3	2,11 12	1	4	2	
	Paraprofessionals								
	Resource Teachers								
	Consulting Teachers								
20 yr.	Special Class Teachers		76	2,3	2,4,7, 8,11,12	1,3,7	1,4	2	
	Regular Education Teachers								
	Clinicians/Therapists								
	Volunteers								
20 yr.	Parents		8	2,3	4,11,12	1	4	2	
	Physical Educators								
	Psychologists								
5 yr.	Counselors		50	2,3	4,7,8, 11,12	1,3	4	2	
	Music or Fine Arts Teachers								
	School Boards								
	Combinations or Teams of Above								

12 - "Life-Goal" Philosophy

Pennsylvania

ABSTRACT

1. PROJECT NUMBER: 451 AH 90160

2. TITLE: Doctoral, Post Masters, and Masters Level Leadership Training: ECH, SVH, Vocational/Career, GSE, REP, DAS, IMD.

3. SPONSORING AGENCY: IHE

4. GRANT NUMBER: G007801520

5. CONTACT PERSON:
Dr. Donald Moores
Division of Special Education
Pennsylvania State University
102 Cedar Building
University Park, Pennsylvania 16802
(814) 865-6072

6. DESCRIPTION: The College of Education, Division of Special Education is in the process of developing an increased disciplinary cooperation between the Division of Special Education and the Division of Vocational Studies to strenghen offerings to students interested in vocational training for handicapped students. During the 1978-79 school year one M.ED. student was fully supported by VCE funding. An EEC faculty member was actively involved in and federally supported by the Division of Vocational studies. The College of Education Curricular Affairs Committee acted (1977-78) to approve a new ECC course titled: "Vocational Education for Special Needs Learners."

7. MAJOR OBJECTIVES:

   a. To recognize and include vocational education as an important component of the educational requirements for potential special education teachers.
   b. To recognize the need for and implement a plan of inter-agency cooperation between special education and vocational education.

8. DISSEMINATION:

   Not available.

9. EVALUATION:

   Not available.

10. PRODUCTS:

Not available.

11. DESCRIPTORS:

Handicapped
Graduate Education
Leadership Training
Vocational/Career Education

12. Table (Projects for Conducting Training)

1	2	3	4	5	6	7	8	9	10
# of participants		as trainers	hours trained	level	topics	instructional techniques	settings	disabilities	specific conditions
	Administrators/ Supervisors								
	Paraprofessionals								
	Resource Teachers								
	Consulting Teachers								
	Special Class Teachers								
	Regular Education Teachers								
	Clinicians/Therapists								
	Volunteers								
	Parents								
	Physical Educators								
	Psychologists								
	Counselors								
	Music or Fine Arts Teachers								
	School Boards								
NA	Combinations or Teams of Above								

Tennessee

ABSTRACT

1. PROJECT NUMBER: 451 AH 90262

2. TITLE: Program Assistance Grant: Handicapped Personnel Preparation.

3. SPONSORING AGENCY: IHE

4. GRANT NUMBER: G007801899

5. CONTACT PERSON: Dr. Sid Levy
Project Director of Vocational Component
George Peabody College for Teachers
Box 328
Nashville, Tennessee 37203
(615) 327-8135

6. DESCRIPTION: The purpose of this competency based training program in Vocational Education, is to prepare personnel for roles as: teachers of handicapped individuals who require vocational training; consultants to special educators on designing and implementing vocational programs and administrators of vocational education projects for handicapped persons. Students entering the program receive both didactic instruction and practicum experiences in a variety of field settings. Instruction is provided in assessment, planning, intervention, vocational management, and evaluation. In addition philosophical and theoretical knowledge about the world of work and the integration of handicapped people into it is provided. Instruction and supervision for the 30 semester hour Masters' Degree program is provided by faculty and advanced doctoral students with vocational education expertise.

7. MAJOR OBJECTIVES:

   a. To develop courses specifically designed for students specializing in vocational education.
   b. To recruit and train students in vocational education for the handicapped.
   c. To identify those competencies necessary for training other persons directly responsible for vocational adjustment of the handicapped (indirect competencies).
   d. To coordinate the training program with the local public schools and private facilities involved in vocational education to enhance reciprocal development.

8. DISSEMINATION:

   Information about this project will be disseminated at the local, state, and national levels.

   Dissemination results from the employment of graduates in field positions, presentations at regional and national meetings, and publications.

9. EVALUATION:

This Master Teachers Training Program is evaluated through the close relationship between the students field activities and course-work. Follow-up data is obtained on graduates in the field.

10. PRODUCTS:

This project prepares teachers, consultants, and administrators in vocational education for the handicapped. A model for effectively accomplishing that goal as well as the trained students are the products.

11. DESCRIPTORS:

None.

12. Table (Projects for Conducting Training)

1	2	3	4	5	6	7	8	9	10
# of participants		as trainers	hours trained	level	topics	instructional techniques	settings	disabilities	specific conditions
	Administrators/ Supervisors								
	Paraprofessionals								
	Resource Teachers								
	Consulting Teachers								
NA	Special Class Teachers	X	30	3,4	1,2,3, 4,5,6, 7,8,9, 10,11	6,9	1,3	11	
	Regular Education Teachers								
	Clinicians/Therapists								
	Volunteers								
	Parents								
	Physical Educators								
	Psychologists								
	Counselors								
	Music or Fine Arts Teachers								
	School Boards								
	Combinations or Teams of Above								

Tennessee

ABSTRACT

1. PROJECT NUMBER: 451 CH 90546

2. TITLE: Inservice for Delivering Comprehensive Vocational and Career Education Services.

3. SPONSORING AGENCY: IHE

4. GRANT NUMBER: G007901228

5. CONTACT PERSON: Don E. McNelly
110 Henson Hall
University of Tennessee - Knoxville
Knoxville, Tennessee 37916
(615) 974-2574

6. DESCRIPTION: The project intends to work with psychologist counselors, and special education personnel orienting them to vocational education programs, provide entry level skills desired for each vocational program, assist them in supervising a handicapped vocational education student on a cooperative job, assist them in calling on industry within their district to ascertain entry level skills desired for employment and the number of jobs available in the local area for handicapped students. These activities are designed to better enable participatns to offer better informed leadership to M teams as they make decisions pertaining to those participating in vocational education.

7. MAJOR OBJECTIVES:

   a. To expose participants to vocational education programs.
   b. To broaden participants counseling competencies needed in providing vocational counseling for handicapped students.
   c. To enable participants to work off campus with industry and business in ascertaining basic occupational entry level skills desired for vocational education handicapped students.
   d. To enable participants to synthesize project experiences by developing a conceptual framework for their local system to use in providing an appropriate vocational education for handicapped students in the least restricted environment.

8. DISSEMINATION:

   Dissemination activities include copies of the final report to ERIC Clearinghouse, Tennessee Commissioners of Education, BEH and BEH dissemination projects. An article will be submitted for publication to a nationally recognized refereed journal and copies of the final report will be furnished to the first 100 requests.

9. EVALUATION:

Evaluation activities include participants and outside review. Workshop activities were evaluated daily by participants and they will also evaluate industry visitations and supervision of a handicapped student on a coop. job. The pre- and post-test scores will be secured on (1) self perception of competence to counsel handicapped students, and (2) attitudinal survey.

10. PRODUCTS:

The project will provide the following products: a final report, self-assessment of competencies instrument for providing counseling to handicapped students, local models for placing handicapped students in vocational programs, handbook for local industry and journal articles.

11. DESCRIPTORS:

Inservice
Comprehensive Vocational Education
Career Education
Special Education Personnel
Handicapped Students
Least Restrictive Environment
Vocational Counseling

12. Table (Projects for Conducting Training)

1	2	3	4	5	6	7	8	9	10
# of participants		as trainers	hours trained	level	topics	instructional techniques	settings	disabilities	specific conditions
	Administrators/ Supervisors								
	Paraprofessionals								
	Resource Teachers								
	Consulting Teachers								
12	Special Class Teachers								
	Regular Education Teachers								
	Clinicians/Therapists								
	Volunteers								
	Parents								
	Physical Educators								
5	Psychologists								
10	Counselors								
	Music or Fine Arts Teachers								
	School Boards								
	Combinations or Teams of Above								

Texas

ABSTRACT

1. PROJECT NUMBER: 451 AH 90506

2. TITLE: Vocational/Career Education: Preservice and Inservice.

3. SPONSORING AGENCY: IHE

4. GRANT NUMBER: G007801889

5. CONTACT PERSON: Donald L. Clark
Office of the Dean
College of Education
Texas A&M University
College Station, Texas 77843
(713) 845-5311

Kenne G. Turner
Vocational Education Program
Same Address
(713) 845-2444

6. DESCRIPTION: This project represents a cooperative effort of Prairie View A&M University, San Houston State University, and Texas A&M University to implement plans for the infusion of information on teaching handicapped students into existing vocational teacher education courses. This infusion process involves working with teacher educators from nine departments within the three institutions. The project assists the teachers by providing instructional materials, a resource center, guest lecturers, and teacher orientation sessions.

7. MAJOR OBJECTIVES:

   a. To infuse information on the handicapped into existing vocational/practical arts teacher education courses at both the preservice and inservice levels.
   b. To provide inservice training for vocational/practical arts teacher educators on information, methods and strategies for teaching prospective teachers the basic skills necessary to meet the mainstreaming challenge.
   c. To develop teacher guide materials for infusion of information on the handicapped.
   d. To field test evaluation of existing inservice and pre-service materials for preparing vocational teachers and practical arts teachers to work with the handicapped.
   e. To develop methods and techniques for removing artificial barriers between vocational/practical arts teachers and special education teachers.
   f. To refine teacher competencies that identify minimum skills for vocational/practical arts special needs teachers.

g. To identify methods and techniques for infusing information on the handicapped into vocational counselor certification courses.
h. To develop methods for monitoring the extent to which concepts are infused into existing courses.
i. To offer an off-campus graduate level course for vocational personnel and special education personnel.

8. DISSEMINATION:

This project will influence the knowledge base of over 700 vocational/practical arts teachers to work with handicapped individuals. In addition, it will serve the instructional needs of over 100 teacher educators as they infuse information on the handicapped into their teacher education courses. Information, materials, and procedures from this project will be disseminated:

- Through Texas Education Agency (TEA) sponsored one-day regional vocational special needs workshops.
- Through the three-day state vocational special needs conference sponsored by TEA.
- Through presentations by project personnel at national conventions.
- Through the exchange of materials with other teacher education institutions throughout the nation.

9. EVALUATION:

The primary evaluation mode to be used by the project is the assessment of congruence between project objectives and project outcomes. This evaluation format provides information to assist the project staff to identify and judge decision options and to alter activities if overall improvements would result to the project.

The purpose of the program evaluation is to provide information for decision-making. The decision maker needs information related to project characteristics. All characteristics of the project are related to inputs, processes and outputs. It is these characteristics that are to be evaluated, for it is the interaction of these characteristics that produce actual outcomes.

10. PRODUCTS:

Methods and strategies for infusing information on handicapped students into regular vocational teacher education courses will be provided through the project.

11. DESCRIPTORS:

Trainees
Teaching Techniques
College Campus
Full Spectrum -- General

12. Table (Projects for Conducting Training)

1	2	3	4	5	6	7	8	9	10
# of participants		as trainers	hours trained	level	topics	instructional techniques	settings	disabilities	specific conditions
NA	Administrators/ Supervisors		48	4	1-11	2,6	3	11	
	Paraprofessionals								
	Resource Teachers								
	Consulting Teachers								
NA	Special Class Teachers	X	48	4	1-11	2,6	3	11	
NA	Regular Education Teachers	X	12 or 48	4	1-11	2,6	3	11	
	Clinicians/Therapists								
	Volunteers								
	Parents								
	Physical Educators								
	Psychologists								
	Counselors								
	Music or Fine Arts Teachers								
	School Boards								
	Combinations or Teams of Above								

Texas

ABSTRACT

1. PROJECT NUMBER: 451 CH 91028

2. TITLE: Program Assistance Grant: Preparation of Personnel in the Education of the Handicapped - Generic Special Education and Special Education for Regular Teachers.

3. SPONSORING AGENCY: IHE

4. GRANT NUMBER: G007901325

5. CONTACT PERSON: William S. Kendall
Department of Special Education
Prairie View A&M University
Prairie View, Texas 77445
(713) 857-4312

6. DESCRIPTION: This project is designed to train regular education teachers to educate exceptional children in regular classrooms according to the provisions of Public Law 94-142. Project participants enroll in University course offerings emphasizing Generic Special Education Strategies. Each teacher is trained for a four and one-half month fall or spring semester, and/or two six-week summer sessions. All training is conducted by University Personnel in the Department of Special Education.

7. MAJOR OBJECTIVES:

   a. To develop a "generic teacher" preparation program specifically designed to train teachers with sufficient knowledge and skills to appropriately educate the handicapped.
   b. To increase, among regular education teachers, positive attitudes toward exceptional children and knowledge of different handicapping conditions.
   c. To facilitate national and state mandates.

8. DISSEMINATION:

   The project intends three levels of dissemination: the local and surrounding school districts, the Large Houston Metropolitan area, and the State of Texas.

   Dissemination activities include regular education teacher recruitment for project; public presentations at regional and national meetings; progress reports; inservice opportunities for teachers, administrators, and other staff personnel; and an infusion model between the departments of special and vocational education on vocational/career education for the handicapped.

9. EVALUATION:

The proposed program will be assessed with instruments to assume both formative and summative evaluations to provide for systematic implications, planning, projecting, and reporting project goals.

10. PRODUCTS:

The project will provide a service model for regular education teachers.

11. DESCRIPTORS:

Regular Education Teachers
Personnel Preparation
Handicapped

12. Table (Projects for Conducting Training)

1 # of participants	2	3 as trainers	4 hours trained	5 level	6 topics	7 instructional techniques	8 settings	9 disabilities	10 specific conditions
	Administrators/ Supervisors								
	Paraprofessionals								
	Resource Teachers								
	Consulting Teachers								
	Special Class Teachers								
150	Regular Education Teachers	X	162	2,3, 4,5	1,2,3, 4,5,6, 7,8,9, 11	1,2,3,5,7,9	1,3,4	11	1,3
	Clinicians/Therapists								
	Volunteers								
	Parents								
	Physical Educators								
	Psychologists								
	Counselors								
	Music or Fine Arts Teachers								
	School Boards								
	Combinations or Teams of Above								

Vermont

ABSTRACT

1. PROJECT NUMBER: 451 CH 90286

2. TITLE: Program Assistance Grant: Professional Development Program for Vocational Special Needs Personnel.

3. SPONSORING AGENCY: LEA

4. GRANT NUMBER: G007901034

5. CONTACT PERSON: Gerald R. Fuller, Chairman
Vocational Education & Technology Department
University of Vermont
Burlington, Vermont 05401
(802) 656-2001

6. DESCRIPTION: The VOTEC Special Needs Program has been in existence since 1970. During its 10-year history, the program has focused on providing inservice training to vocational educators who offer instruction to mildly handicapped mainstreamed students and to special educators who instruct moderately handicapped students in an occupationally-oriented secondary program for Diversified Occupations. Preservice training has also been offered to Industrial Education, Home Economics, and other undergraduates who are seeking employment in a vocational education field.

7. MAJOR OBJECTIVES:

   a. To provide coursework in vocational special needs at the undergraduate and graduate levels.
   b. To provide workshops and other short term inservice training activities to vocational educators and special educators who work with handicapped students in a vocational setting.
   c. To conduct research, curriculum development and other activities to benefit handicapped students in vocational education.

8. DISSEMINATION:

Instructional materials from this project have been disseminated nationally through ERIC and various workshops. The program has been a spawning ground for the Texas A & M ENCOUNTER project and other projects and has influenced virtually every vocational program in the state.

9. EVALUATION:

Third party evaluations have been conducted by Donn Brolin. Subsequent evaluations have been conducted by State Department of Education personnel on a yearly basis.

10. PRODUCTS:

The Vermont Guide for Teaching Adolescents, 1974; a 400 page curriculum guide focusing on vocational skills, has been produced and is available through ERIC.

11. DESCRIPTORS:

Personnel Development
Research
Public Service
Curriculum Development

12. Table (Projects for Conducting Training)

1	2	3	4	5	6	7	8	9	10
# of participants		as trainers	hours trained	level	topics	instructional techniques	settings	disabilities	specific conditions
20	Administrators/ Supervisors	X	2-30	H.S.	1,4,10, 5,8,11	1,2,3,5	3,5	11	3
5	Paraprofessionals		2-30	H.S.	2,3,4, 5,6	1,2,3	3,5	11	3
3	Resource Teachers		2-30	H.S.	11	1,2,3	1,3,5	11	3
3	Consulting Teachers	X	2-45	H.S.	11	1,2,3	1,3,5	11	3
20	Special Class Teachers	X	2-45	H.S.	11	1,2,3,8,9	1,3,5	11	3
50	Regular Education Teachers		2-45	H.S.	1,2,3,4, 5,6,7,8	1,2,3,8,9	1,3,5	11	3
	Clinicians/Therapists								
	Volunteers								
	Parents								
	Physical Educators								
	Psychologists								
	Counselors								
	Music or Fine Arts Teachers								
	School Boards								
	Combinations or Teams of Above								

Vermont

ABSTRACT

1. PROJECT NUMBER: 451 CH 90221

2. TITLE: Program Assistance Grant: Consulting Teachers for Essential Early Education and Vocational Academic Education.

3. SPONSORING AGENCY: IHE

4. GRANT NUMBER: G007900924

5. CONTACT PERSON: Dr. Martha Knight, Associate Chairperson
Department of Special Education,
Social Work and Social Services
College of Education and Social Services
Waterman Building
University of Vermont
Burlington, Vermont 05401
(802) 656-2936

6. DESCRIPTION: A component of this project adds a vocational academic education concentration to the existing University of Vermont masters degree program to prepare consulting teachers. Coursework and practicum supervision specific to vocational academic special education are provided through a cooperative effort of the Special Education and Vocational Education University faculty. Graduates will be prepared to provide direct special education services to handicapped youth; to conduct inservice training for parents and teachers; to coordinate the development of a full service continuum of special education services for secondary aged youth; and to cooperate with human services providers and employers in the development and implementation of Individual Employment Plans for eligible students.

7. MAJOR OBJECTIVES:

   a. To provide for full service special education for the approximately 2,920 handicapped youth of secondary school age.
   b. To provide for inservice consultation, courses and workshops for Vermont's 600 vocational education, industrial arts and home economics teachers.
   c. To provide for ongoing consultation, training and coordination services for the parents, teachers, human services providers and employers of the approximately 2,920 handicapped youth in high schools and vocational education centers.

8. DISSEMINATION:

Dissemination activities will include presentation at state and national conferences i.e., Council for Exceptional Children, American

Vocational Association, Vermont Association of Special Education Teachers, Vermont Coalition of the Handicapped and Vermont Vocational Association) local school board meetings and other Vermont state colleges. The project staff will develop and present inservice training events as requested by the Vermont Advanced Systems for Special Education Training of Regular Education Personnel regional coordinators.

9. EVALUATION:

Not available.

10. PRODUCTS:

The project will include the following products: a paper presentation at the National Convention of the Council for Exceptional Children, Philadelphia, PA, April, 1980, and a model for delivering coordinated vocational academic education to handicapped secondary aged youth in area vocatonal schools, high schools and alternative educational environments.

11. DESCRIPTORS:

Mainstreaming
Consultation
Individual Education Management
Vocational Career Education
Building-Based

12. Table (Projects for Conducting Training)

1	2	3	4	5	6	7	8	9	10
# of participants		as trainers	hours trained	level	topics	instructional techniques	settings	disabilities	specific conditions
	Administrators/ Supervisors								
	Paraprofessionals								
	Resource Teachers								
8	Consulting Teachers	X	1,620	4	1,2,3, 4,5,6, 7,8,9, 10,11	2,5,7,9	1	1,3,4	3
	Special Class Teachers								
	Regular Education Teachers								
	Clinicians/Therapists								
	Volunteers								
	Parents								
	Physical Educators								
	Psychologists								
	Counselors								
	Music or Fine Arts Teachers								
	School Boards								
	Combinations or Teams of Above								

Virginia

ABSTRACT

1. PROJECT NUMBER: 45 AH 90140

2. TITLE: Inservice Vocational Education: Utilizing Modules of Teaching/Learning Strategies for Developing/Improving Professional Competencies of Vocational and Manpower Teachers of Handicapped Persons.

3. SPONSORING AGENCY: IHE

4. GRANT NUMBER: G007801418

5. CONTACT PERSON: Dr. John R. Crunkilton
Division of Vocational and Technical Education
106 Lane Hall
Virginia Polytechnic Institute and
State University
Blacksburg, Virginia 24061
(703) 961-6836

6. DESCRIPTION: This project focuses on the identification of desirable teacher characteristics in serving mildly handicapped students in vocational education and manpower programs. Personal interviews and observations were conducted with nineteen outstanding vocational education teachers who were serving the handicapped in the State of Virginia. Selected handicapped students of these teachers were also interviewed. An additional survey of one hundred randomly selected vocational education teachers of the handicapped was used to identify concerns related to meeting the vocational education needs of the handicapped. The data collected will serve as the basis for development of a series of modules which will be utilized in preservice and inservice training of vocational education personnel in the Commonwealth of Virginia.

7. MAJOR OBJECTIVES:

a. To identify desirable characteristics of vocational and manpower teachers working with the mildly handicapped student.
b. To determine and summarize concerns of vocational and manpower teachers working with the mildly handicapped student.
c. To rank the concerns expressed by vocational and manpower teachers working with the handicapped student for the purpose of prioritizing and developing teaching/learning strategies for the instruction of the handicapped student with a synthesis of modules for use in developing and improving the professional competencies of vocational and manpower teachers assigned the responsibilities of instructing the handicapped student.
d. To develop modules of teaching/learning strategies for the professional development of vocational and manpower teachers working with the mildly handicapped student.

8. DISSEMINATION:

This project was funded for a two-year period primarily as a developmental effort. A follow-up proposal has been developed and submitted to BEH which will provide for the systematic dissemination of the products developed through this project.

9. EVALUATION:

Project products will be evaluated using the following procedures; field testing, and review by a panel of consultants.

10. PRODUCTS:

Project products include:

(1) A monograph entitled, "Characteristics of Teachers Who Have Successfully Worked With the Handicapped."
(2) A Series of Fifteen Modules: "Tell Me How To Serve Them Series."
    1. Perspectives on Vocational Education for Handicapped Youth and Adults.
    2. Developing IVEP's for the Handicapped.
    3. Development of a Network of Instructional Resources.
    4. Program Evaluation Model.
    5. Student Evaluation Model.
    6. Classroom/Shop or Laboratory Management and Organization.
    7. Curriculum Development and Individual Competency-Based Instruction.
    8. Vocational Programming for the Visually Impaired.
    9. Vocational Programming for the Hearing Impaired/Deaf
    10. Vocational Programming for the Specific Learning Disabled.
    11. Vocational Programming for the Mentally Retarded.
    12. Vocational Programming for the Emotionally Disturbed.
    13. Vocational Programming for the Other Health Impaired.
    14. Vocational Programming for the Speech Impaired.
    15. Vocational Programming for the Orthopedically Impaired.

11. DESCRIPTORS:

Inservice
Preservice
Teaching/Learning Strategies
Modules
Professional Competencies

NOT APPLICABLE

12. Table (Projects for Conducting Training)

1	2	3	4	5	6	7	8	9	10
# of participants		as trainers	hours trained	level	topics	instructional techniques	settings	disabilities	specific conditions
	Administrators/ Supervisors								
	Paraprofessionals								
	Resource Teachers								
	Consulting Teachers								
	Special Class Teachers								
NA	Regular Education Teachers (vocational)								
	Clinicians/Therapists								
	Volunteers								
	Parents								
	Physical Educators								
	Psychologists								
	Counselors								
	Music or Fine Arts Teachers								
	School Boards								
	Combinations or Teams of Above								

Virginia

ABSTRACT

1. PROJECT NUMBER: 451 AH 90079

2. TITLE: Project VITAL (Vocational Inservice Training for All Special and General Educators).

3. SPONSORING AGENCY: LEA

4. GRANT NUMBER: G00781776

5. CONTACT PERSON: Joseph B. Sheare, Director
Staff Development Institute
Fairfax County Public Schools
6200 Charles C. Goff Drive
Springfield, Virginia 22150
(703) 971-3015

6. DESCRIPTION: Project VITAL is a two-year inservice training project awarded to the Staff Development Institute of the Fairfax County Public Schools (Virginia). The program is designed to provide 35 hours of staff development activities to Junior High/ Senior High School Special Education Teachers, Vocational Education Teachers, Curriculum Specialists, Counselors, Administrators, and Supervisors. The primary goal is to increase understanding of handicapped students and encourage the integration into and provision of vocational programs for handicapped students. Participants receive both differentiated training based upon their needs and experiences and multidisciplinary small group planning and problem solving activities. This integrated approach encourages mainstreaming, fosters the development of vocational curriculum in special education programs, and generates support for the concept of vocational education for handicapped students.

7. MAJOR OBJECTIVES:

   a. To foster the provision of vocational education programs to handicapped students.
   b. To provide vocational educators with the knowledge and competencies necessary to assure quality vocational programs for handicapped students.
   c. To provide special educators with the knowledge and competencies necessary to develop vocational programs in their classrooms.
   d. To develop a core group of teachers who will serve as role models and inservice leaders in their base schools.
   e. To foster communication and cooperation between vocational and special educators.

8. DISSEMINATION:

Project VITAL intends dissemination throughout Fairfax County, the State of Virginia, and the nation. Dissemination activities include presentations at state and national conventions, progress reports, publication in a national journal/newsletter, distribution of brochures, and production of a replication manual for distribution by dissemination projects through BEH.

9. EVALUATION:

Evaluation includes pre-post attitude surveys, measure of knowledge by participants, participant reaction surveys, and follow-up observations of participants.

10. PRODUCTS:

Workshop Information Handouts--Initial Completion-1979, Ongoing Revision
Descriptive Brochure--November, 1979
Simulation Activities--February, 1979
Descriptive Slide/Audio Presentation--April, 1979
Replication Manual--Projected Completion Date--May, 1980

11. DESCRIPTORS:

Team Building
Vocational Education
Inservice Leadership
Interdepartment Communication and Cooperation

12. Table (Projects for Conducting Training)

1	2	3	4	5	6	7	8	9	10
# of participants		as trainers	hours trained	level	topics	instructional techniques	settings	disabilities	specific conditions
40	Administrators/ Supervisors		35	3,4	1,2,3, 4,5,6, 7,8,9, 10,11	1,2,6	1,6	1,3,4,6, 8,9,10	
	Paraprofessionals								
10	Resource Teachers		35	3,4	3,4,9, 10,11	1,2,6,7,8	1,6	1,3,4,6, 8,9,10	
	Consulting Teachers								
50	Special Class Teachers		35	3,4	3,4,9, 10,11	1,2,6,7,8	1,6	1,3,4,6, 8,9,10	
40	Regular Education Teachers		35	3,4	1,2,4, 5,7,9	1,2,6,7,8	1,6	1,3,4,6, 8,9,10	
	Clinicians/Therapists								
	Volunteers								
	Parents								
	Physical Educators								
	Psychologists								
5	Counselors		35	4	1,2,4, 5,7,9	1,2,6,7,8	1,6	1,3,4,6, 8,9,10	
	Music or Fine Arts Teachers								
	School Boards								
	Combinations or Teams of Above								

Washington

ABSTRACT

1. PROJECT NUMBER: 451 CH 91097

2. TITLE: Program Assistance Grant: Community-Based Prevocational Training Program for Severely Retarded Youth: A Pilot Project.

3. SPONSORING AGENCY: IHE

4. GRANT NUMBER: G007900849

5. CONTACT PERSON: Al Lynch
Special Services, S.P.I.
Old Capitol Building
Olympia, Washington 98504
(206) 753-6733

6. DESCRIPTION: The project will develop and coordinate services to 40 severely/profoundly retarded youth between the ages of 14-21, some of whom are also multiply handicapped, by achieving four classes of objectives: Requisite Activities; Community Coordination; Program Development and Service: Evaluation and Dissemination.

7. MAJOR OBJECTIVES:

   a. To provide occupational preparation services to population via systematic instruction with attention to entry-level behaviors for community work, sheltered workshops, and home living placements.
   b. To assess work and community living placements and arrange for pupil placement after appropriate training.
   c. To coordinate with and train families for continuity among community social agencies, school, and home.
   d. To provide for continuity of services to this population.
   e. To develop and disseminate information about the project; conducting workshops.
   f. To develop a replicable model to assure that more target youth receive a full range of services.

8. DISSEMINATION:

   The project intends two levels of dissemination; the remainder of the State of Washington and the neighboring states.

9. EVALUATION:

Evaluation includes the measurement of attainment of student objectives and subobjectives, community placement development and part-student interaction. Third party evaluators have been and are used extensively.

10. PRODUCTS:

Inservice training designs have been developed and will be available. Various curriculum packages have been written speaking to each of the three component parts - PreVocational Classroom Management, Community Placement and Parent Intervention.

11. DESCRIPTORS:

Community-Based
Prevocational Training
Severely Retarded Youth

12. Table (Projects for Conducting Training)

1	2	3	4	5	6	7	8	9	10
# of participants		as trainers	hours trained	level	topics	instructional techniques	settings	disabilities	specific conditions
	Administrators/ Supervisors								
	Paraprofessionals								
	Resource Teachers								
	Consulting Teachers								
	Special Class Teachers								
	Regular Education Teachers								
	Clinicians/Therapists								
	Volunteers								
	Parents								
	Physical Educators								
	Psychologists								
	Counselors								
	Music or Fine Arts Teachers								
	School Boards								
	Combinations or Teams of Above								

40 handicapped youth

Washington

ABSTRACT

1. PROJECT NUMBER: 451 AH 90489

2. TITLE: Training Model for Secondary Special Education/ Vocational Education Teachers.

3. SPONSORING AGENCY: IHE

4. GRANT NUMBER: G007801556

5. CONTACT PERSON: Dr. Ronald R. Murphy
Department of Education
Cleveland Hall
Washington State University
Pullman, Washington 99164
(509) 335-7064

6. DESCRIPTION: The development of training programs at the preservice level for secondary special education, vocational and industrial education major jointly and cooperatively designed by the respective areas within the College of Education at Washington State University.

7. MAJOR OBJECTIVES:

   a. To implement a competency-based curriculum for secondary special education majors who elect vocational education preparation.
   b. To implement a competency-based curriculum for vocational/ industrial education majors who choose special education preparation.

8. DISSEMINATION:

The project intends four levels of dissemination: competencies via announcements in newsletter upon request in writing (regional and limited national coverage), information about progress of Project "REVISE" through presentations of national conferences, i.e., AVA, CEC, etc., (national), through statewide Advisory Council (state), and publishing articles in journals (national).

9. EVALUATION:

Using (DEM) model external consultants in-house development of instruments with modification through use and feedback from students staff and Advisory Council (will provide) information about: satisfaction, accomplishment of objectives I & II; graduates; placements of graduates; and acceptance of program with permanent status.

10. PRODUCTS:

1. Competencies infused in existing courses (1977).
2. New courses developed and included as a part of (1978) the curriculum.
3. Model curriculum for preservice program (1981).
4. Graduates trained (1980).
5. Successful placement (1981).

11. DESCRIPTORS:

Special Education
Vocational Education Training Program
Preservice
Competency-Based
Jointly and Cooperatively Developed
Personnel Preparation
Secondary Level

12. Table (Projects for Conducting Training)

1	2	3	4	5	6	7	8	9	10
# of participants		as trainers	hours trained	level	topics	instructional techniques	settings	disabilities	specific conditions
	Administrators/ Supervisors								
	Paraprofessionals								
NA	Resource Teachers		180	3,4	1,3,4, 8,11	2	3	11	3,4
	Consulting Teachers								
	Special Class Teachers								
NA	Regular Education Teachers (vocational) (industrial)		180	3,4	1,2,3, 4,6,11	2	3	11	3,4
	Clinicians/Therapists								
	Volunteers								
	Parents								
	Physical Educators								
	Psychologists								
	Counselors								
	Music or Fine Arts Teachers								
	School Boards								
	Combinations or Teams of Above								

Washington

ABSTRACT

1. PROJECT NUMBER: 451 AH 90430

2. TITLE: Program Assistance Grant: Leadership Preparation Vocational Education-Special Education.

3. SPONSORING AGENCY: IHE

4. GRANT NUMBER: G007801673

5. CONTACT PERSON: Dr. Gregory R. Weisenstein
Department of Special Education
103 Miller Hall DQ-12
University of Washington
Seattle, Washington 98195
(206) 543-1827

6. DESCRIPTION: As a component of the University of Washington's Program Assistance Grant, the Leadership Preparation Vocational Education-Special Education Project is in its second year of funding. The purpose of the project is to provide leadership training to selected, experienced vocational education personnel. A program was developed during the first year of the project and is operational on a pilot basis during the 1979-1980 year. Students in the program are receiving appropriate training in special education and related fields to allow them to provide leadership in secondary public schools in the preparation of handicapped pupils for employment. Classroom and practicum experiences emphasize the following: knowledge of handicapping conditions affecting learning and performance; assessment and individualized planning; methods of adapting materials and teaching techniques; classroom management, and cooperative program planning. The program leads to a Master of Education degree in special education.

7. MAJOR OBJECTIVES:

   a. To develop and refine a program which will provide leadership training in the vocational preparation of handicapped individuals.
   b. To recruit qualified, experienced vocational educators for specialized training in the Leadership Program.
   c. To provide appropriate coursework and practice to program participants that will allow them, upon completion of the program, to assume leadership roles in developing and expanding vocational education programs for handicapped individuals.
   d. To provide program evaluation through assessment of current students and through follow-up of program graduates.

8. DISSEMINATION:

Dissemination activities are being directed toward both state and national levels. On the state level, efforts will focus on acquainting school personnel and prospective students with the Leadership Program and developing a favorable job market for graduates. At the national level, the model developed by the University of Washington for training vocational education-special education leadership personnel will be disseminated to other institutions of higher education. Dissemination activities at both levels will include presentations, project reports, and informational materials.

9. EVALUATION:

The evaluation section of the project will involve both process and output evaluation. Process evaluation will focus on how well project objectives are being met, e.g., program development and design. The output evaluation will consist of both external and internal evaluations of program graduates.

10. PRODUCTS:

Following training, vocational education-special education personnel will be prepared to:

1) Provide appropriate secondary public school vocational training to handicapped students.
2) Provide local leadership in the secondary school to other vocational education teachers and to special education teachers.
3) Provide technical assistance to school administrators about the laws and appropriate rules and regulations concerning vocational education of handicapped pupils (e.g., preparation of IEPs).
4) Provide technical assistance to appropriate divisions of OSSPI regarding the vocational education of handicapped students through advisory groups and task forces.

11. DESCRIPTORS:

Administrators/Supervisors
Regular Education Teachers
Vocational/Career Education

12. Table (Projects for Conducting Training)

1	2	3	4	5	6	7	8	9	10
# of participants		as trainers	hours trained	level	topics	instructional techniques	settings	disabilities	specific conditions
2	Administrators/ Supervisors	X	525	5	1-11	2,5,7,8,9	1,3,5	11	NA
	Paraprofessionals								
	Resource Teachers								
1	Consulting Teachers	X	475	4	1-11	2,5,7,8,9	1,3,5	11	NA
	Special Class Teachers								
2	Regular Education Teachers		475	4	1-9, 11	2,5,7,8,9	1,3,5	11	NA
	Clinicians/Therapists								
	Volunteers								
	Parents								
	Physical Educators								
	Psychologists								
	Counselors								
	Music or Fine Arts Teachers								
	School Boards								
	Combinations or Teams of Above								

West Virginia

ABSTRACT

1. PROJECT NUMBER: 451 CH 90004

2. TITLE: Program Assistance Grant: Career/Vocational Education for the Handicapped.

3. SPONSORING AGENCY: IHE

4. GRANT NUMBER: G007900955

5. CONTACT PERSON: Iva Dean Cook
Department of Special Education
West Virginia College of Graduate Studies
Morgantown, West Virginia 25112
(304) 768-9711

6. DESCRIPTION: This project intends to continue a sequence of long range planning activities to facilitate the implementation of career/vocational education for the handicapped in West Virginia and to share the outcomes/products throughout the nation. The project will train 75 professionals in an interagency model for planning and implementing career/vocational education for the handicapped. The project will continue the development and implementation and a master's concentration and a certificate of Advanced Study in Career/Vocational Education for the Handicapped. These courses will be scheduled in several locations throughout the sixteen-county area served by the College of Graduate Studies. Media and materials will be developed to support an independent study model of delivery. Modules are being written for the courses, books of readings and videotapes are being developed to support the independent study and a telelecture system is being considered as another viable method in the delivery of this program.

7. MAJOR OBJECTIVES:

   a. To conduct twelve hours of intensive training in an "Interagency Model for Developing and Implementing Career/Vocational Education for the Handicapped in Small School Districts" for participants throughout the sixteen counties served by the College of Graduate Studies.
   b. To facilitate the same training by Marshall and West Virginia Universities.
   c. To purchase and develop professional materials and resources that are needed to support an individualized model of course delivery for the recently developed courses in career/vocational education.
   d. To implement a graduate training program in career/vocational education for the handicapped for professionals from the diciplines of regular education, vocational education, special

education, and vocational rehabilitation and other interested diciplines that emphasizes an interagency model of program delivery for the handicapped.

8. DISSEMINATION:

Dissemination activities include articles, state and national presentations, state and national workshops, brochures, products such as modules and resource documents, information dissemination through educational television broadcasting, brochures, and progress reports. Dissemination activities will reach students, parents, and employers in addition to professionals.

9. EVALUATION:

Module I, An Introduction to Career/Voc. Ed. for the Handicapped is being field tested by graduate students. In addition it was reviewed by 15 recognized leaders throughout the nation. This will be revised and will be evaluated thereafter by students who take the course. Pre- and post-tests will be developed for all courses in the program to measure the knowledge of the participants. Each of the four units in the intensive training institute will be evaluated by each of the participants.

10. PRODUCTS:

The following products have been produced, all intended for graduate level courses and/or inservice training:

1) Participant and Training Manuals, An Interagency Model for Developing and Implementing Career/Vocational Education for the Handicapped In Small School Districts.

2) Module I, An Introduction to Career/Vocational Education for the Handicapped.

3) Training Manual, Developing the Vocational Education Component of the I.E.P.

4) Expanding Options for the Handicapped Receiving Vocational Education: Proceedings from W.Va.'s Training Institute.

5) Brochures:

   a. Career/Voc. Ed. for the Handicapped, program description for the Master's and CAS program.

   b. An Intensive Training Institution, "An Inter-Agency Model Plan for Developing and Implementing Career/ Vocational Education for the Handicapped in Small School Districts."

   c. Announcement of courses to be taught, objectives, locations, mailed throughout the COGS service area.

Products in production and anticipated dates for their completion include the following:

1) Module II - Curriculum and Materials for the Handicapped in Career/Voc. Ed. (six one-hour courses).

Part I:	Analyze the World of Work	(Feb. 1, 1980)
Part II:	Identification of Learner Needs	(Feb. 1, 1980)
Part III:	Developing Objectives	(Feb. 1, 1980)
Part IV:	Developing Learner Activities	(June 1, 1980)
Part V:	Materials Resources	(July 1, 1980)
Part VI:	Evaluation	(July 1, 1980)

2) Module III - Vocational Evaluation of the Handicapped (July 1, 1980).

3) Module IV - Vocational Education for the Handicapped "An Interagency Model" (January 1, 1981).

4) Module V - Work Experience Programs Development and Implementation (June, 1981).

5) Module VI - Vocational Education for the Handicapped: State and Federal Legislation (September, 1981).

6) A series of videotapes for educational broadcasting on aspects of career/vocational education for the handicapped (15 - ½ hour programs) (January, 1981).

7) A slide-tape series on career education for the handicapped. The titles are:

a. Career Education: An Overview
b. Career Education: The Elementary Level
c. Career Education: The Secondary Level
d. Career Education: Parental Involvement (Sept., 1980)

8) Career/Vocational Education for the Handicapped: Resource Materials (March 1, 1980).

11. DESCRIPTORS:

Inter-Agency Model Training
Consultation
Instruction/Teacher/Agency Personnel Training
Dissemination of Products
Dissemination of Information to Parents and General Public
Development

12. Table I (Projects for Conducting Training)

*(Intensive Training Institute)

1	2	3	4	5	6	7	8	9	10
# of participants		as trainers	hours trained	level	topics	instructional techniques	settings	disabilities	specific conditions
8	Administrators/ Supervisors	X	12	2,3, 4,5	9,10,11	1,2,5,6	3	11	3,4
	Paraprofessionals								
30	Resource Teachers	X	12	2,3,4	9,10,11	1,2,5,6	3	11	3,4
8	Consulting Teachers	X	12	2,3, 4,5	9,10,11	1,2,5,6	3	11	3,4
	Special Class Teachers								
	Regular Education Teachers								
	Clinicians/Therapists								
	Volunteers								
	Parents								
	Physical Educators								
1	Psychologists	X	12	5	9,10,11	1,2,5,6	3	11	3,4
8	Counselors	X	12	4,5	9,10,11	1,2,5,6	3	11	3,4
	Music or Fine Arts Teachers								
	School Boards								
	Combinations or Teams of Above	75	12		9,10,11	1,2,5,6	3	11	3,4

*A total of 75 will be trained in the intensive training institute, in an interagency team model. These are reflected above in the chart. Those not reflected in the chart include staff from vocational education and vocational rehabilitation.

12. Table II (Projects for Conducting Training)

(Masters Concentration & CAS in Career/Voc. Ed. for the Handicapped)

1	2	3	4	5	6	7	8	9	10
# of participants		as trainers	hours trained	level	topics	instructional techniques	settings	disabilities	specific conditions
4	Administrators/ Supervisors	X	90	5	1,2,3, 4,5,6	1,2,3,5, 6,7,8	3,4	11	3,4
1	College Inst.	X	90	5	1,2,3, 4,5,6	1,2,3,5, 6,7,8	3,4	11	3,4
1	Voc. Ed. Ed. Inst. (H.Sch.)	X	90	3	1,2,3, 4,5,6	1,2,3,5, 6,7,8	3,4	11	3,4
1	IEP Liaison	X	90	5	1,2,3, 4,5,6	1,2,3,5, 6,7,8	3,4	11	3,4
1	Itinerant Teacher	X	90	4,5	1,2,3, 4,5,6	1,2,3,5, 6,7,8	3,4	11	3,4
1	Voc. Eval.		90	5	1,2,3, 4,5,6	1,2,3,5, 6,7,8	3,4	11	3,4
14	Resource Teachers	X	90	2,3,4	1,2,3, 4,5,6	1,2,3,5, 6,7,8	3,4	11	3,4
1	Counselor	X	90	5	1,2,3, 4,5,6	1,2,3,5, 6,7,8	3,4	11	3,4
1	Psych.	X	90	5	1,2,3, 4,5,6	1,2,3,5, 6,7,8	3,4	11	3,4
1	Voc. Tech. Res. Tchr.	X	90	4	1,2,3, 4,5,6	1,2,3,5, 6,7,8	3,4	11	3,4
1	Work Placement Director		90	5	1,2,3, 4,5,6	1,2,3,5, 6,7,8	3,4	11	3,4

*These persons have completed two three-hour courses or 90 contact hours during the Fall 1979 (when the new program began).

Wisconsin

ABSTRACT

1. PROJECT NUMBER: 451 CH 90685

2. TITLE: Preparation of Personnel for Mildly to Seriously Emotionally Disturbed School Age Children: Preservice and Inservice.

3. SPONSORING AGENCY: IHE

4. GRANT NUMBER: G007900909

5. CONTACT PERSON: Dr. Stephen J. Bavolek
Department of Special Education
University of Wisconsin-Eau Claire
Eau Claire, Wisconsin 54701
(715) 836-5511

6. DESCRIPTION: This project consists of two sub-components. The first sub-component is a DEGREE PROGRAM designed to prepare teachers to serve mildly to seriously emotionally disturbed children and adolescents ages 5 to 21 in both public and private, segregated and integrated facilities in Wisconsin. The second sub-component is a NON DEGREE PROGRAM offered during the summer for the inservice training of provisionally certified teachers of emotionally disturbed children and adolescents, specialists in the school who provide services to disturbed children and adolescents, regular teachers, and other special education teachers who want to learn about mild to serious emotionally disturbed individuals.

7. MAJOR OBJECTIVES:

   a. To prepare teachers to work with mildly to seriously disturbed school age children in public and private facilities.
   b. To provide inservice training to regular education teachers and other professionals who seek increased knowledge of emotional disturbances.
   c. To develop individual certification programs at the elementary (K-7) and secondary (7-12) levels.

8. DISSEMINATION:

   The data gathered from program activities will be disseminated at state and national conferences.

9. EVALUATION:

Evaluation of program activities will include a knowledge based assessment inventories as well as attitudinal and observational measures.

10. PRODUCTS:

The project will provide certification for teachers of emotionally disturbed children for students K-7 or 7-12 and a final report on the program.

11. DESCRIPTORS:

Special Class Teachers
Inservice Training
Emotional Disturbance

12. Table (Projects for Conducting Training)

1	2	3	4	5	6	7	8	9	10
# of participants		as trainers	hours trained	level	topics	instructional techniques	settings	disabilities	specific conditions
	Administrators/ Supervisors								
	Paraprofessionals								
	Resource Teachers								
	Consulting Teachers								
24	Special Class Teachers		180	2,3,4	1,2,3, 4,5,6, 7,8,9	2,7	3	1,2,3,4,5	
4	Regular Education Teachers		180	2,3,4	1,2,3, 4,5,6, 7,8,9	2,7	3		
	Clinicians/Therapists								
	Volunteers								
	Parents								
	Physical Educators								
	Psychologists								
	Counselors								
	Music or Fine Arts Teachers								
	School Boards								
	Combinations or Teams of Above								

COMMON CONCERNS RELATING TO THE DIVISION OF PERSONNEL PREPARATION GRANT DEVELOPMENT ADMINISTRATION

1. What are the final submission dates for proposals?

Submission dates are determined on a yearly basis. Generally, the deadlines occur in the fall; from late September to mid-October. Application packages titled, Application for Grants Under the Handicapped Personnel Preparation Program (CFDA 13.451), can be obtained by writing to Dr. Jasper Harvey, Director, Division of Personnel Preparation, Office of Special Education, Department of Education, 400 Maryland Ave. S.W. (Room 4805 Donahoe Building), Washington, D. C. 20202. Application packages are automatically mailed to those who have submitted applications during the previous fiscal year.

2. To what address should applications be submitted?

Applications forwarded by mail should be addressed to:

U. S. Department of Education
Application Control Center
Attention: 13.451
Washington, D. C. 20202

Applications that are hand-delivered should be brought in to:

U. S. Department of Education
Application Control Center
Room 5673
Regional Office Building (ROB)3
Seventh and D Streets, SW
Washington, D. C. 20202

The Application Control Center accepts hand-delivered applications between 8:00 a.m. and 4:30 p.m., each weekday, with the exception of federal holidays.

3. How should a DPP vocational/careeer application be structured?

Grant writers should first review the "Dear Colleague" letter and then the Instructions and Forms for Completing Applications for Federal Assistance, which is contained in the application packet. Although the required tabular contents of the proposal are clearly delineated, a specific ordering of the proposal's content has not been mandated. Most grant writers, however, do develop their applications in a manner that promotes the easy comprehension of the proposed program by reviewers. The most common sequencing of proposal content is as follows:

FRONT MATTER

- OE form 9047 - Should serve as cover page.

- Table of contents
- Budget Information - OE Form 9047 (Section A - Budget Category; and Section B - Budget Summary)
- Complete Budget Breakdown - Itemization and justification for each budget category
- OE Form 9047: Tables 1, 2, and 3 (as applicable)

DESCRIPTION OF PROGRAM

- Proposal Abstract
- Proposal Narrative - Describing need, objectives, overall goals, activities, staff, anticipated impact, and system of evaluation

APPENDIXES

- Compliance Assurances
- Staff Vitae
- Referenced material from proposal narrative (i.e., the presentation of charts, tables, research reports, extended narrative data)

It is suggested that prospective applicants contact participating and former vocational/career grantees to request copies of approved proposals. The review of such proposals should assist new applicants in understanding the scope, format, and content of a competitive vocational/career application.

4. In considering the structural framework of a Vocational/Career Grant proposal, should multiple-activity programs be fashioned into multi-component applications, or should all activities be incorporated into a single component?

Applicants should organize their proposals in a manner that allows them the maximal flexibility in communicating the unique elements of their program. As a rule, multi-component proposals are necessary when a complex program design is contemplated. The development of several major, relatively independent activities within a project will most likely require a multi-component proposal. However, institutions that propose several closely related, dependent activities for their project should develop a single component application.

Evaluation, as an activity, need not be presented as a separate component. Systems of evaluation and the resources utilized for documentation activities are often integrated with other project activities into a single component. (Applicants are advised to contact their project officer with questions concerning proposal format.)

5. What assurances should be included in the application?

Applicants are directed to the Explanation of Assurances section contained in the application packet for a description of compliance assurances that must be incorporated into a proposal. In addition to those assurances listed in this section, applicants are advised to provide two statements (each a paragraph or two in length) that insure:

a. That all project activities (meetings, training sessions, etc.) will be accessible to handicapped participants (i.e., accessible facilities, interpreters for the deaf, brailed material and magnification or recording devices for the blind, as necessary).

b. That project trainees (participants) provide input concerning the format and content of training activities both during proposal formulation and program implementation.

6. How much support can an institution expect for a Vocational/Career project?

Financially, individual vocational/career budget requests have fluctuated between a low of $18,000 and a high of $250,000. Actual funding levels for vocational/career projects are dispersed across a less varied range: Minimum support has been $15,000, while maximum funding has topped $105,000. The majority of approved projects, however, are supported at the $30,000 -$50,000 level.

The secret to funding is justification. Applicants are advised not to inflate their budgets in expectation of significant funding reductions by the project officer. Itemize, explain, and then justify all proposed expenditures in relation to the anticipated scope and nature of the project activities. Proposals that contain inflated project budgets, although well designed and presented, usually lose a considerable amount of their "competitive edge" during the review and recommendation process.

7. How does an applicant obtain feedback concerning a vocational/career proposal?

All vocational/career applicants (approved and disapproved) are entitled to and should request the evaluative comments from both the Field Reader Evaluation Form and the Consensus Rating Form. These completed documents provide considerable information relating to the application's strengths and weaknesses. Field reader and panel comments may be otained, after notification of funding or disapproval, by the submission of a formal request to the appropriate project officer. Requests should be addressed as follows:

Division of Personnel Preparation
Office of Special Education
U. S. Department of Education
400 Maryland Avenue, SW (Donahoe Building)
Washington, D. C. 20202

8. Who are the principal agents at the federal and institutional levels responsible for grant administration?

Three essential aspects of grant administration are represented by three grant managers. The project officer at OSE is responsible for monitoring the technical progress of grant activities, and for providing the assistance grantees may need regarding the programmatic aspects of their project. A listing of current DPP project officers is containted in the final portion of this section. The grants officer at the Grant and Procurement Management Division is the person who actually obligates federal funds. The grants negotiator and the grants officer can provide the applicant with assistance in determining allowable costs and in meeting other requirements that are set forth in the terms and conditions expressed in the Code of Federal Regulations, Part 100. Grants personnel are located at:

Handicapped Personnel Preparation Program 13.451
Grant and Procurement Management Division
U. S. Department of Education
400 Maryland Avenue, SW (Room 5662-ROB 3)
Washington, D. C. 20202

The project director has the responsibility of carrying out the project for the grantee. Officially, the person authorized to sign the application will be the one who is ultimately responsible for the receipt, the custody, and the disbursement of federal funds. Usually, however, the project director is the person who has been delegated the responsibility for signing requisitions and for verifying that work is being performed in accordance with the proposal and any amendments that have been submitted and approved. The project director is also responsible for knowing what is contained in the terms and conditions of the grant. (Each of the previously cited officials are identified in the Notification of Grant Award Document.)

9. How are applicants notified as to the disposition of the proposal?

Continuation Projects

If a continuation project appears to be operating within acceptable performance levels, applicants can expect to negotiate continued funding between the months of December and April, depending upon the schedule of the appointed grants negotiator. This communication may be conducted at the discretion of the grants negotiator by phone or through the mail. Those projects not functioning within acceptable performance levels are notified as to the disposition of their project status at the earliest opportunity (usually during the months of December or January). An applicant should not assume the award of funds until negotiations are successfully completed and the grant award document has been received.

New Projects

New programs that have been recommended for funding are contacted by the grants negotiator usually between mid-April and early May. At this time, the applicant is advised of the recommended funding level for the project and provided with the negotiation concerns to which the institution must respond. As in the case of continuation applicants, the grants

negotiator may communicate negotiation points by phone or in writing. However, the applicant's response to negotiations must always be communicated formally, in writing.

It is important for the applicant to be cognizant of the following negotiation-related particulars:

- The recommended total budget level that is communicated to the applicant during negotiations cannot be modified (i.e., it cannot be increased). The total figure represents the maximal level of obtainable support for the program in light of projected institutional need and the availability of federal resources.

- Applicants who find program-related recommendations (during negotiations) that they believe will adversely affect the impact of project activities may make a request to the project officer for reconsideration of specific negotiation points. The applicant must, however, inform the grants officer that a request for reconsideration of program-related concerns will be made to the project officer. Any reconsideration agreements between OSE staff and the applicant must be confirmed in the applicant's final negotiation response.

- The primary, official contact with whom the applicant communicates during the negotiation period is the grants negotiator, not the project officer. If a program-related problem occurs during negotiations, the grants negotiaor will usually instruct the applicant to contact the project officer for clarification and resolution of the matter.

New applicants should not assume the award of funds until negotiations are successfully completed and the Grant Award Notification has been received by the institution.

New Vocational/Career Grant applicants whose proposals have been disapproved can anticipate writen notification by mid-May.

10. What information is contained in the Grant Award Notification? And can noncompeting continuation proposals include new activities?

The Grant Award Notification indicates whether the grant is in the first, second, or final budget period. In the past, grantees with noncompeting continuations have been able to submit new subcomponents for funding consideration, along with the previously approved subcomponents. Beginning with FY 1978-1979, this policy was discontinued. In other words, noncompeting continuation grantees are able to apply only for those subcomponents that were approved the previous year and for funds within the range previously approved.

If an agency has a noncompeting application and wishes to apply for funds to support new or additional activities, it must submit a separate application for those activities, and that application will be considered as a new competing application. If a grantee uses a noncompeting application to request funds for new activities not previously approved, these activities

will be disapproved as inappropriate for a noncompeting continuation application.

11. What tabular information is essential for DPP during the application review process?

The face sheet of the proposal packet (Standard Form 424 of OE Form 9047) was designed by the Office of Management and Budget to collect information, some of which is quite important to the Division of Personnel Preparation. In order that proposals may show this information clearly, a few details are necessary beyond the instructions presented in the proposal package.

- Item 4h. The fourth section of the face sheet concerns information that DPP uses to contact project personnel. Thus, in item 4h, it is essential that the name of the project director or principal investigator appear here. If the correct person is not identified in item 4h, then the correct name will not appear on the Division's computerized mailing list and correspondence will not be properly directed.

- Item 7. The Division receives approximately 1400 proposals each year, and these are processed by the Application Control Center. The various project titles submitted from the field have created difficulties in determining where proposals fit into budget categories. Therefore, in item 7, the first words that appear should define the type of proposal in one of the following specific terms:

  - Special Project
  - Program Assistance Grant (The majority of vocational/career projects are submitted under the Program Assistance Grant category)
  - Regular Education-Preservice
  - Regular Education-Inservice
  - Doctoral Program, Visually Handicapped
  - Doctoral Program, Hearing Impaired

  Projects may, of course, devise their own descriptive titles, but these should be written in parentheses after one of the above titles has been entered. For a clarification of each of the above categories, refer to the "Dear Colleague" letter contained in the FY'81 application packet.

The actual proposal form is composed of a set of tables: OE Form 9047 for colleges and universities. Tables 1 and 2 of OE Form 9047 are to be completed only for new grant applications and not for continuation grants, unless a change of emphasis or modification needs to be reported. When preparing a grant application, the most logical way to proceed is to prepare Table 1, then Table 2, then the budget categories and summary, and finally Table 3.

In Table 1, the Preparation Program Profile establishes major components and subcomponents and thereby sets up the framework of the total program. The more subcomponents, the more complex the program and the greater the responsibility -- and the more difficult the completion of the application. Column d of this table is exceedingly important to DPP because it indicates the priority (i.e., regular education, early childhood education, paraprofessionals, and so forth) that the program addresses. The Division's budget from Congress is divided into categories of funding that must be specified by applicants and by OSE. In the proposal packet, these categories are listed on the reverse of Table 1. Applicants may respond to more than one category. For example, a vocational/career training program might concentrate on the severely handicapped, thus answering two priorities, or a program might address both vocational education and the training of parents. In any event, column d must specifically include one or more of these priority categories.

Table 2, the Preparation Program Staff Profile shows the assignments of personnel to implement each subcomponent established in Table 1. Thus, there should be a clear relationship between these two tables. Budget information appears on two sheets: Section A - Budget Categories and Section B-Budget Summary. On these forms, the components shown on Table 1 and the personnel listed on Table 2 are cost analyzed.

Table 3, the Report of Project Graduates for Academic Year is crucial to DPP because it displays the number of students trained and their job placements. In view of the emphasis on manpower planning, as well as continuing news about teacher surpluses, DPP needs to know how many people are being prepared in each priority area, so an assessment can be made on where surpluses are occurring.

All remaining items on the face sheet and proposal form must, of course, be completed, and a narrative must be written. The foregoing information has pointed out those areas that need particularly careful attention from proposal writers to insure that applications can be processed.

12. How are applications identified?

When the application is received, it is assigned a project number that begins with the digits 451. This number follows the application from the time it comes in until the applicant is issued an award. Once an award is issued, all documents are referenced by a new number, the grant number. All correspondence and submission of documents must include the grant number, which starts with the letters G00 and can be found in cell 6 of the Notification of Grant Award Document. When final or fiscal reports are submitted without a grant number, they cannot be credited to the project that submitted them.

13. What are the present regulations pertaining to project budgets and budget revisions?

The prepared budget should refer to each component or subcomponent in the application. The budget should also contain justification statements as to why the funds are necessary in each line item.

Federal funds are authorized specifically to carry out the objectives of a proposal, and unless the objectives are amended, the funds must be spent in this manner. Accordingly, the grantee must maintain accounts, records, and other evidence pertaining to all costs incurred. Expenditures may be charged to the grant only if they are in payment of an obiligation incurred during the grant period and they conform to the approved project proposal. There can be no mingling of funds or transfer of funds from one grant project to another.

The Division receives many questions about the procedures for making budget revisions and minor deviations in grants. The regulations outline two different sets of procedures, the first pertaining only to state and local government grantees, paragraph 100a.29(a), and the second pertaining to all other grantees, paragraph 100a.29(b). Both sets of procedures spell out three instances that require prior approval of change by all grantees:

- No funds may be moved into a budget line item which had not previously been a budget line item approved for the grant by the U.S. Department of Education.

- Even though the line item "equipment" may have been previously approved, each piece of equipment has to be approved by the U.S. Department of Education before purchase.

- No foreign travel is authorized under the grant unless prior approval is received from the grants officer. Travel between the United States and Guam, American Samoa, Puerto Rico, the U.S. Virgin Islands, the Canal Zone, the Trust Territories, and Canada is not considered foreign travel.

Minor deviations by colleges and universities are permited without an approved revision when:

- They do not result in expenditures in excess of the total amount granted.

- There is not any material change in the content or administration of the approved project.

- Expenditures are otherwise made in accordance with, and for kinds of expenditures authorized in, the approved application.

When permission is required to make a budget revision or minor deviation, a letter of request signed by the certifying representative and the project director must be sent for processing to the appropriate grants officer. The request should be sent at least 30 days before the change is to be made; and the letter should indicate the project number, the grant number, the originally approved line item budget, the proposed line item budget, and a justification of the proposed change. Letters requesting a budget revision should be addressed to the grants officer. A final decision on the request for change will be issued by the Grant and Procurement Management Division (GPMD) of the U.S. Department of Education.

14. What are the regulations pertaining to personnel changes?

The Federal Register indicates what is required of grantees when there is a change in key personnel as follows:

> If for any reason it becomes necessary to substitute the project director or other key professional staff designated in the grant or contract, the recipient shall provide timely written notification to the comissioner of the substitution. Such written notification shall include the name and qualifications of the successor.

If program changes result from changes in key personnel, these changes should also be explained in a concise narrative.

The letter indicating a personnel change should be signed by the certifying representative and project director and sent to the grants officer. The letter should indicate the project number, grant number, the names of the key person or persons leaving, and the names of replacements with a vita for each.

15. What are the regulations pertaining to the carry-over of funds?

Carry-over occurs when activities that could not be completed during one budget period are moved into the next budget period, with an accompanying carry-over of funds to conduct those activities. Carry-over may move some activities from a first budget period to a second budget period, or from a second to a third budget period, but it may not be done at the end of a third or final budget period. (This latter type of request is called a no-cost time extension.)

A grantee may submit a carry-over request up to 90 days following the end of the budget period. In that case, however, GPMD staff would probably recommend approval of the carry-over with a deletion of a similar amount of funding for the current grant. Ideally, to process such a request in sufficient time, the GPMD should have the request by the first of March each year. The request itself should contain:

- a letter co-signed by the certifying representative and project director;
- a detailed outline of the activities that were not carried out, the reasons for their not being conducted, and a budget outline for the activities to be carried out and dates for their completion;
- indication of the assigned project number and grant number.

This material should be sent to the grants officer. If the request is approved, a revised Notification of Grant Award will be issued to document the carry-over.

16. What is a no-cost time extension and how can it be utilized by the grantee?

This type of extension may be requested by a grantee in the final budget period and may be requested only to complete activities that could not be

completed during the approved budget period. A carry-over of funds may be associated with those activities.

Requests for no-cost time extensions must be received by the grants officer by March 1 of the final budget period. If a request is submitted later, the grantee runs the risk of not receiving approval in time to conduct the activities. The request must contain:

- a letter co-signed by the certifying representative and the project director;
- a description of activities to be carried out, with reasons why they could not be carried out during the approved budget period;
- proposed budget and time lines for completion;
- the project number and grant number.

The letter should be sent to the grants officer. The procedures for review and recommendation are the same as those for carry-over of funds.

The contents of this section have been abstracted from: Clair, Hagerty, and Merchant, Redeisgn for Teacher Education, American Association of Colleges for Teacher Education, Washington, D. C., 1979, and Saettler, "Current Procedures and Issues in Grant Administration", in Personnel Preparation and Public Law 94-142: The Map, The Mission, and The Mandate (2nd Edition), Bureau of Education for the Handicapped, Washington, D. C. 1978.

DIRECTORY OF THE DIVISION OF PERSONNEL PREPARATION PROGRAM STAFF

Dr. Jasper Harvey, Division Director
(202) 245-9886

EASTERN REGION

Project Officer and Telephone No.	Assigned States	Assigned Program Area(s)
Thomas Behrens (Branch Chief) (202) 245-9736	Maryland New York Puerto Rico Virgin Islands	Deaf/Hard of Hearing (shared) Regular Education Preservice Severely Handicapped Learning Disabilities Caribbean Area Speech and Hearing
Joseph Clair (202) 245-9736	District of Columbia Indiana Massachusetts Michigan Virginia	Inner City and Poverty Areas Policy Implementation for P. L. 94-142 Policy Implementation for Sections 503 and 504 Vocational Rehabilitation Regulations
Maryann McDermott (202) 245-9736	Delaware New Jersey Pennsylvania Rhode Island West Virginia	Interpreters for the Deaf Deaf/Hard of Hearing (shared)
Josephine Taylor (202) 245-9736	Connecticut Maine New Hampshire Ohio Vermont	Visually Handicapped Multi-handicapped Preschool Severely Handicapped

CENTRAL REGION

Project Officer and Telephone No.	Assigned States	Assigned Program Area(s)
Paul Ackerman (Branch Chief) (202) 245-2326	Illinois Minnesota Wisconsin	Bilingual - Bicultural Native Americans (shared) Research Needs in Training Early Childhood Education (shared) Music Education/Therapy for the Handicapped Joint Dissemination Review Panel Model Replication
Betty Baker (202) 245-2326	Arkansas Louisiana Mississippi Tennessee	Native Americans (shared)
Joseph Gilmore (202) 245-2675	Alabama Florida Georgia South Carolina	State Education Agencies Comprehensive System of Personnel Development
William Hillman (202) 245-2675	Iowa Kentucky Missouri North Carolina	Physical Education Recreation Arts for the Handicapped

WESTERN REGION
AND SPECIAL PROJECTS BRANCH

Project Officer and Telephone No.	Assigned States	Assigned Program Area(s)
Herman Saettler (Branch Chief) (202) 245-9431	Alaska	Special Projects Severely Handicapped Mental Retardation Orthopedically Impaired Other Health Impaired
William Peterson (Acting) (202) 245-9491	Idaho Montana Nebraska North Dakota South Dakota Wyoming	
George Hagerty (202) 245-9491	American Samoa Arizona California Guam Hawaii Northern Marianas Pacific Territories Trust Territories	Career/Vocational Education Emotionally Disturbed Volunteers Parents
Edward Moore (202) 245-9491	Kansas Oklahoma Oregon Washington	Regular Education Inservice Paraprofessionals Minority Concerns
William Peterson (202) 245-9491	Colorado New Mexico Utah	Special Projects School Law School Finance
James Siantz (202) 245-9491	Nevada Texas	Regular Education Inservice Interdisciplinary Training University-Affiliated Facility Special Education Administration